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ABSTRACT

Descriptions of the program title, its administering agency, legislative authorization, main purpose, target population, funding, stipends, programs and facilities, administration and coordination, enrollee characteristics, course and teacher characteristics, course outcome, program measurement, and recommendations (if any) for improvement are given for each of 34 Federal programs concerned with adult basic education (ABE). There are also brief descriptions of ABE programs in relation to other training programs in 13 cities and states. A large gap exists between numbers of those who need and those who actually receive ABE. The target population intended by Congress is not clear, and this study indicates that a national ABE policy needs further definition and clarification. Gaps in program coordination also exist. Recommendations include more funds, interagency reporting systems, linkages of ABE programs at all levels, stipends, distribution of funds within states by greatest need, and increased funds for training teachers. (Statistics, summarized in five tables, and descriptions of a few related programs are in the appendixes.) (jf)

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INVENTORY OF FEDERALLY SUPPORTED ADULT EDUCATION PROGRAMS

Report to the President's National Advisory Committee on Adult Basic Education

Greenleigh Associates, Inc.
New York Chicago
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AC003025

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INVENTORY OF FEDERALLY SUPPORTED ADULT EDUCATION PROGRAMS

REPORT TO THE PRESIDENT'S NATIONAL ADVISORY COMMITTEE ON ADULT BASIC EDUCATION

January 1968

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18 January 1968

Dr. Derek Nunney, Chief
Adult Education Branch
Office of Education
Regional Office Building
Washington, D.C.

Dear Dr. Nunney:

In accordance with your request, we are pleased to submit this Inventory of Federally Supported Adult Education Programs. It was developed under contract number OEC-2-7-000003-4503.

Every effort was made in this undertaking to obtain relevant information on all possible programs meeting the agreed-upon criteria of this study. In conducting this study and searching out relevant information for the inventory, we found the information base most fragmentary.

It is obvious that although there are a number of adult basic education programs administered by a multiplicity of agencies, due to the level of funding, the impact of all programs combined has little effect on the total need.

We are most appreciative of the cooperation given our staff.

Sincerely,

Arthur Greenleigh

Arthur Greenleigh
President

AG/sbd

ACKNOWLEDGEMENTS

We wish to express our appreciation for the fine cooperation and assistance which numerous government officials gave us in the preparation of this inventory. As the individuals were too numerous to be listed by name, we are listing only their agencies.

Department of Agriculture - Federal Extension Service

Department of Commerce - Economic Development Administration

Department of Defense - Office of the Assistant Secretary of Defense

- Department of the Army
- Department of the Air Force
- Department of the Navy
- U. S. Marines

Department of Health, Education and Welfare

- Bureau of Adult, Vocational and Library Programs
  - Division of Adult Education Programs
  - Division of Manpower Development Training
  - Division of Library Services and Educational Facilities
  - Division of Statistical Analysis
  - Division of Vocational and Technical Education
- Social and Rehabilitation Service
  - Administration on Aging
  - Assistance Payments Administration
  - Rehabilitation Services Administration

Department of Housing and Urban Development

Department of the Interior

- Bureau of Indian Affairs
  - Community Service Division

Department of Justice

- Bureau of Prisons
- Immigration and Naturalization Service

Department of Labor

- Manpower Administration
    - Bureau of Work Programs
    - Nine Regional Offices of the Bureau of Work Programs

Department of Transportation

Office of Economic Opportunity

- Information Center
- Community Action Program
    - Education Division
    - Research and Demonstration Division

- Special Field Programs
    - Indian Division
    - Migrant Division

- Job Corps
- Volunteers in Service to America - VISTA

Veterans Administration

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I. INTRODUCTION

A. The Need for an Inventory

In the Adult Education Act of 1966, Title III of the Elementary and Secondary Education Amendments of 1966, it was specifically stated that the National Advisory Committee on Adult Basic Education, to be appointed by the President, "shall review the administration and effectiveness of the Adult Basic Education Program and other federally supported adult education programs as they relate to adult basic education, make recommendations with respect thereto, and make annual reports to the President of its findings and recommendations..." (Section 310 (d)). "The President shall transmit each such report to the Congress together with his comments and recommendations. The Secretary of Health, Education, and Welfare shall coordinate the work of this committee with that of other related advisory committees."[1/]

An initial step in meeting these responsibilities was to identify what programs were in existence that were authorized by other legislation with purposes similar to those of Title III, and to assess their relatedness to this new program.

Since a definite identification of such programs could not be made from any previously developed compilations within or outside of the Federal government, and because of the relative newness of Federal support of Adult Basic Education as defined in the terms of the Act, the Committee requested a study be made of federally supported programs which appeared to be within the Committee's purview.

The Proposal of Greenleigh Associates and the exchange of correspondence with the Director of the Division of Adult Education programs indicated that:

1. The focus of the study would be upon the major interest of the Committee: "Adult Basic Education Programs of reading, writing, and arithmetic, up to the eighth-grade level, directed to out-of-school adults and not involving institutions of higher learning...Adult education programs other than these would also be included if below the college level and not involving institutions of higher learning."

[1/] Public Law 89-750, 89th Congress, H.R. 13161, November 3, 1966.

2. It was agreed that the content of the inventory would provide comparison data on program commonalities and variations, through available information on:

Program Administration - Funding mechanism, matching funds required, prime grantees, eligibility requirements, expenditures, coordination of the program with related programs administered by other agencies, links with State Education Departments and other public and private agencies, etc.

Program Offerings - Subject matter and scope, program techniques, program duration, enrollees' stipends, staffing patterns, physical facilities, etc.

Program Measurement - Quantitative data available on resources utilized and persons served, and limitations of such data.

3. The methods of data collection would include interviews with program administrators and designees at the Federal level, systematic data seeking through a questionnaire-interview guide, and utilization of published materials of agencies and programs.

The needs of the Committee were to govern the devising of the study instruments and techniques although it was recognized that the inventory would also be of value to others concerned with education.

The above proposal, it was indicated, covered information the Committee felt necessary for its purposes. The proposal further stated that programs would be indexed by type, name, agency, and other appropriate categories. In subsequent conferences, it was indicated that opinions would be sought from the program respondents, via interview and questionnaire, about ways of strengthening and improving the Adult Basic Education program. In addition to the above, Greenleigh Associates indicated that the report to the Committee would include field data on Adult Basic Education from other current studies.

B. Methodology

1. Definitions and Criteria for Program Inclusion

Meetings were held between personnel of the Division of Adult Education of the U.S. Office of Education and representatives of Greenleigh Associates, to define more specifically the data to be sought, the procedures for collecting them, and the analysis to be made of the findings.

Comparability between the Adult Basic Education program, under the Adult Education Act of 1966, and other federally sponsored adult education was to be appraised in terms of the needs of the Committee. The definitions stated in the Act are:

> Adult education means services or instructions below the college level (as determined by the Commissioner) for adults who -
>
> (1) do not have a certificate of graduation from a school providing secondary education and who have not achieved an equivalent level of education and
>
> (2) are not currently enrolled in school.
>
> ...Adult Basic Education means education for adults whose inability to speak, read, or write the English language constitutes a substantial impairment of their ability to get or retain employment commensurate with their real ability, which is designed to help eliminate such inability and raise the level of education of such individuals with a view to making them less likely to become dependent on others, to improving their ability to benefit from occupational training and otherwise increasing their opportunities for more productive and profitable employment and to making them better able to meet their adult responsibilities.

This definition emphasizes not only the manpower aspects of literacy training, but also self-maximization and participation as responsible adults in society. These aspects will be noted as to definitions of "target population" and in the findings and recommendations to be made to the Committee.

Basic Education has been administratively interpreted[2] as education through the primary grades, first through eighth, which is preparatory to secondary education. Adult education, as defined in the Act extends through secondary schooling to the point of high school graduation or its equivalent. Courses designed to make "more productive and responsible citizens," as stated in the Act were considered to be a third appropriate category within the bounds of this inventory, e.g., citizenship, consumer, and parent education.

---

[2] "First priority will be given to programs which provide instruction... at the fifth grade level or below , and...second priority will be given to such instruction for persons functioning above the fifth and through the eighth grade level." Federal Register, Vol. 32, No. 77, Rules and Regulations for the Adult Education Act of 1966, April 21, 1967. Also: Guide for Preparing a State Plan for Adult Basic Education Programs under the Adult Education Act of 1966.

"Federal support," the other part of the topic of the Inventory as stated in its title, takes a number of forms: direct or indirect expenditures, grants or subsidies, matching support requirements, stipends to students, direct operation by the Federal Agency or by grantee, etc. Description and comparison of programs require that these fiscal aspects be ascertained.

"Adult" is defined in the Act as "attained the age of eighteen," For comparability, adult was to be so defined in data collection, although some programs extend to younger persons. The Job Corps takes youth ages 17-22, the Neighborhood Youth Corps, 16-21, and MDTA, 17 and over. In the case of these programs, separate data would be sought on those 18 and over.

Two other criteria were agreed upon: programs which are essentially vocational training and programs in which the education is given within, or conducted by, institutions of higher learning[3/] were to be excluded. It was recognized that both exclusions might require some flexibility in interpretation: prevocational and preparation for work courses would generally be classed as basic education as long as training in skills was not a major component; institutions of higher learning are not excluded from housing or offering adult basic education, but such offerings tend to be atypical. For the purpose of focus on adult basic education both exclusions were agreed upon.

The criteria for programs falling within the scope of this Inventory, in brief, are:

a. Inclusions

1) Adult basic education, adult education up to high school graduation, and education for better citizenship.

[3/] The intent here was to seek to avoid overlap with programs under the Higher Education Act of 1965, Title I: Community Service and Continuing Education Programs, which extends the role of colleges and universities into community service programs.

2) Eighteen and over, with data on only those over 18 who are included in programs with lower age eligibility.

b. Exclusions

1) Programs that are primarily vocational training and cannot account for the basic education component that may be included.

2) Programs that are conducted within or by colleges and universities.

2. Information Sought - Type and Quantity

a. Criteria for Item Inclusion

In developing a systematic data collection procedure to be applied through interview and questionnaire, item selection was governed by the following criteria:

1) The needs of the Committee, as conveyed by the Adult Basic Education Branch. Although not so stated in the Act, the Adult Basic Education Program has been administratively directed to specific sectors of the general population: illiterates (the lower end of the adult basic education range), unemployed or underemployed, persons and family heads with incomes below poverty level, and public assistance recipients. These categories of the disadvantaged were therefore included as items.

2) Commonalities and differences ascertainable through items which could be applied to programs which are the responsibility of different Federal agencies, with widely varying goals and procedures.

3) The availability of information within the Federal agencies that could be elicited for data collection and completion of the inventory.

4) The transposability of obtained information into inventory form in which each program meeting criteria would be included and individually described.

3. Program Magnitudes

The Committee conveyed the hope that the inventory would be more than a listing, although even a listing of programs meeting above-stated criteria would provide information not heretofore available. In addition to description, quantitative data were to be sought that would indicate the magnitude of each program and, in turn, the scope of all the discerned programs, aggregatively.

Quantitative data, as to the amount of resources used (dollars, teachers, etc.) and the output of adults served, are of course necessary for assessment and, in turn, policy decision-making. The programs differ markedly in size so that they cannot be properly understood in unitary terms. It was mutually agreed that "hard" data be sought for Fiscal Year 1967, to the extent feasible. Programs not able to furnish this latest fiscal year data would be requested to give data for the most recent year.

4. Other Item Construction Considerations

a. The availability of quantitative data was itself a question to be answered by the study. Feedback procedures for obtaining data from the field, and record keeping procedures as a basis for collating and analyzing nation-wide data would be prerequisite for agencies to be able to furnish such data.

b. Classifications of choices posed in questionnaire items, and of categories of programs should be stated as to clearly mean the same to the Committee and to persons in widely differing programs. Also, the classifications should, to the extent possible, be mutually exclusive and individually significant.

c. Quantifiable data, just as verbal descriptions, should mean the same in all programs. It was decided to focus upon funds appropriated for fiscal 1967 rather than funds either authorized or spent. As to adults participating in programs during that year, the number of enrollees would be the figure to be ascertained, and to the extent available the number or percentage who completed, average length of stay, reasons for dropout, number of referrals to next steps whether completers or dropouts.

d. The questionnaire, which also was to be used as a guide by Greenleigh representatives in the personal interview, was to be arranged in clusterings of groups by items so as to facilitate response.

e. The coverage within the questionnaire was to be extensive in seeking a broad overview of the programs, individually and collectively. It was not expected that all programs would furnish all requested data. However, it was felt that full descriptive and numerical coverage would pose an ideal for all programs and would indicate areas of data collection in need of augmentation.

5. The Questionnaire

The final questionnaire, as conceived following conferences with the Adult Basic Education Branch, Office of Education and suggestions from personnel in a number of other Federal agencies, sought information in the following broad categories:

a. Designative - program title, administering agency, legislative authorization, main purpose, target population.

b. Quantitative - Federal funds appropriated by program, for adult basic education and for adult education; breakdown of Federal funding, matching funds, student stipends; number of local programs, teacher, teacher and class characteristics, numbers of students instructed at different grade levels; and, as to outcomes, number or percents of students completing programs, referred to further education, training, or employment.

c. Descriptive - prime grantees, purveyors of actual teaching, facilities used, agencies with whom program coordinated, population sectors to which program directed, admission qualifications, course content, class accessibility, class content, reasons for dropout.

d. Relatedness to the Adult Basic Education Program, together with comment on improving the agencies' own programs--as ascertained through "open-ended" questions: (1) a request to list Federal agencies with which programs are coordinated, and (2) a final questionnaire item on the full last page, entitled "Communication to the National Advisory Committee on Adult Basic Education." This last question asked, "In what ways do you think the adult education program your agency administers could be strengthened? The National Advisory Committee will receive with interest any observations which you may care to make."

6. Program Descriptions

For purposes of compactness and ease of reference, the questionnaire responses obtained are presented for each program under the following headings:

...Program title

...Administering agency or agencies

...Legislative authorization

...Main purpose - derived from law and guidelines

...Target population

...Funding - Federal and non-Federal components

...Stipends

...Programs and facilities

...Administration and coordination

...Characteristics of enrollees

...Characteristics of courses and teachers

...Course outcomes

...Program measurement - methods of obtaining field data, conducting evaluations of programs, follow-up of students

...Agencies' own recommendations for improving adult basic education programs

7. Procedure

A systematic approach was undertaken to assure inclusion of all possible programs meeting the criteria of this study, and to obtain adequate responses to the questionnaire.

The first step was to devise a tentative list of programs which were known or alleged to have adult education components. This list, derived primarily from programs described in recent studies of Greenleigh Associates, interviews with knowledgeable persons in the Federal government, and direct contact with numerous Federal agencies, numbered 27. The list was expanded through the suggestions of the Office of Education and suggestions of respondents in agencies seen during the course of the study.

Interviews were then arranged with administrators to discuss the purpose of the inventory and to review the questionnaire. Often these administrators served as respondents. The questionnaire was presented in an interview situation in which it served as a common reference point for interviewer and respondent. At the same time this afforded the opportunity for clarifications where needed and more extended responses, were available. Obtaining responses in an interview, or at least reviewing and clarifying the responses to be obtained and submitted to the investigator, provided for the heightened structuring needed to assure uniformity in approach and consistency in the kinds of data that would be collected. Comparability in approach was sought through staff conferences as data collection proceeded.

The interview-questionnaire was supplemented with a request for available, relevant, printed materials, e.g., laws, guidelines, annual reports, public information releases, etc.

Program descriptions were prepared from the interview-questionnaire responses. These were submitted to appropriate officials of the programs for their review and approval. The program descriptions presented herein, and tabular data derived from them, are as approved.

8. Plan of Presentation

The plan of presentation of the Inventory findings, as discussed in conferences with the Division of Adult Education Programs, was to include the following:

...Target population - over all and in categories, as obtainable

...Existing programs - the data, and an analysis of their commonalities and variations

...Conclusions - as to overlapping between programs and gaps as to populations reached

...Recommendations

II. FINDINGS AND CONCLUSIONS

A. Program Coverage

There are 10 Federal government departments which administer programs that are or have components that are in adult basic education. These are programs directed to adults who have not completed high school training, and in some programs specifically to functionally illiterate adults. Within these 10 departments there are at least 12 programs, if those administered under a single appropriation are counted as one, and at least 28 if those with a different legal base are counted separately.

For example, in 1967 the Manpower Development and Training programs provided adult basic education in four distinct settings, institutional MDTA, On-The-Job-Coupled (work training plus institutional education training), Training for Redevelopment Area Residents (RAR), and in Experimental and Development programs. These can be considered as one or four programs. For purposes of this report, the MDTA program, regardless of the Federal agency involved and the setting, is considered as one with four components, each providing some adult basic education. However, three Federal departments are involved in this program: Labor, HEW and Commerce, depending upon the frame of reference.

Similarly, the Bureau of Work Programs, recently changed to the Bureau of Work-Training Programs, administered in 1967 Nelson, Kennedy-Javits, and Scheuer Act funds as Operation Mainstream, Special Impact, and New Careers programs, in addition to the Neighborhood Youth Corps. Since each has a separate legal base and a distinct target population, these will be considered as four programs. This clearly is an arbitrary decision but is based on whether the legal base and target population are clearly distinguishable regardless of administrative authority.

There is a further complication in regard to Labor programs which cut across legal base and target populations, for example, the Concentrated Employment Program (CEP). Although part of the source of funds for this program is the Office of Economic Opportunity appropriation, the funds and programs have been delegated to the Department of Labor for administrative purposes. In addition, the Manpower Administration has added funds from the MDTA appropriation (out of the 20 percent of the program budget not distributed through the State formula but reserved for meeting needs as determined at the national level). CEP commingles funds from these programs, contracts normally with the community action agency in the local area to administer the funds according to an overall community plan.[1]

These funds which by-pass State authority are granted directly to the community. Various public and private agencies in the community may request and secure funds from the CAA under contract. Thus, the administration of programs becomes difficult to chart. Target population under CEP is the disadvantaged.

The programs which have been included in this report are contained in Chapter V, Program Descriptions. These descriptions present the programs as separate and distinct with relatively clear administrative lines. It must be kept in mind, however, that each may be subject to some variation.

In addition to the programs discussed in Chapter V there were some 10 programs which were considered but did not meet one of the following criteria:

1. Not operational in 1967, sill begin in 1968.

2. Adult education not provided according to criteria set up in study plan (Chapter I). These programs are discussed briefly in Appendix B. These are important in terms of possible future developments.

B. Limitations of Data Reported

With the exception of Title III (Adult Basic Education), of the Elementary and Secondary Education Act, none of the programs described in Chapter V are specifically and exclusively designed to provide adult basic education. Although some projects funded under programs described in Chapter V may be exclusively adult basic education, this is not necessary or typical of all such projects. For example, under Title IV of the 1962 Amendments to the Social Security Act, departments of welfare were permitted to purchase services to assist welfare recipients to become self-sufficient or function more adequately. A number of projects were undertaken which were exclusively adult basic education, and most were implemented through the purchase of services from a school system. However, other projects combined work training, adult basic education and other services. Because of this, it is difficult to isolate numbers of participants, man-hours, and funds expended in adult basic education.

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[1] According to the delegation of authority agreement the local contracting agency must be the CAA, except if it refuses or there is some agreed-upon reason for selecting another agency. Substituting another agency must be agreed upon by OEO and the DOL.

Another complication in gathering data in relation to the extent and number of participants in federally funded adult basic education is the general absence of reporting systems and of agreed-upon definitions and means of measurement among bureaus and departments. Most agencies are working on the problem of reporting systems, but most are in the rudimentary stages. There is no evidence however, that there is interagency consideration of common definitions and measurements. At the present time it is not possible to provide more than a rough estimate of the total number of participants, of teachers, money spent or classroom hours. A lack of uniformity in data and definitions makes the attempt foolhardy and the result meaningless.

C. Target Population

Although a number of the programs are directed at the so-called "disadvantaged" there is not a common target for all adult basic education programs. Neither are the targets mutually exclusive even within a department or agency within a department. For example, some programs like Job Corps and Neighborhood Youth Corps are directed toward disadvantaged youth. At the same time MDTA programs include disadvantaged older youths. There are programs which have as the target population American Indians, others have migrant and farm workers, and others have veterans, the handicapped, or older persons. Since it is conceivable that an American Indian could be a veteran, a farm worker, handicapped and over 50, it is possible to find him in any one of the programs. Such overlapping in terms of targets is inevitable. People do not come in mutually exclusive categories but rather as a combination of population characteristics.

Regardless of the social characteristics of the target populations there tends to be more emphasis on common economic characteristics. However, this is not entirely true. The MDTA programs are funded to affect both the supply and demand aspects of manpower. As originally conceived MDTA was intended to provide workers trained in skills which were in great demand by the private sector. This is still a goal. However, with successive changes in the legislation increasing emphasis has been placed on the "disadvantaged" population. Training is not only to fill the demands of industry, but to prepare the disadvantaged youth or adult for the world of work and in skills that are marketable. Emphasis is on the supply side of the coin, however, not demand.

Similarly, the ABE-OE program places emphasis on the disadvantaged and those requiring upgrading educationally in order to become economically independent. However, it also emphasized education for more meaningful living: education not in terms of economic values, but in social and personal values. This creates problems in terms of administration. Since funds are limited and cannot meet the needs of all persons, pressures are brought to bear for one group over another. For example, manpower administrators generally feel ABE funds should be used in manpower-related programs. On the other hand, educators generally believe programs should be open to anyone who wants to avail himself of the opportunity. Both are correct in terms of the Act.

In order that the overlapping in terms of target populations can be seen graphically, Table 2, Target Population and Estimated Eligibles, was prepared. In this table programs are categorized under 13 headings, i.e., welfare recipients, unemployed and underemployed. Under educated adults (illiterates, et al), Indians, migrant and seasonal farm workers, servicemen, veterans (unemployed, et al), disadvantaged youth, general population, prisoners, handicapped, older persons, and immigrants. A casual glance at the list makes the overlapping in terms of target population clear. The only mutually exclusive categories are in terms of age and condition of living, e.g., military status and incarceration. It is possible for a single person at any one time to fall into 9 of the 13 headings.

Regardless of overlap in target, all programs combined are small in relation to the total target. In most simple terms the adult basic education programs give priority to those with less than eighth-grade education. The second priority group are those who have not completed high school.

In terms of the potential target, those 18 or over with less than eighth-grade education are roughly 18 million according to recent Bureau of Census reports. Those with less than a high school diploma are estimated to be roughly 43 million. As of March 1967 the Bureau of Census estimated that 6.1 percent of the population age 25 and older had less than five years of elementary schooling. It is this group to which OE-ABE gives priority, as do most other programs with an adult basic education component.

It is possible that the Census data both overstate and understate the actual problem. In the first place, older Americans are not likely to have obtained much formal education but are not necessarily functionally illiterate or even poorly educated. Thus Census data can be overstated in terms of need. Conversely, it is believed that persons tend to overstate rather than understate their educational achievement. Thus Census data may understate the problem. More important, however, it has been established in studies of welfare recipients 2/ that highest grade achieved is not an accurate indication of educational ability. Reading level is frequently well below what could be expected in terms

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2/ Deton Brooks, Jr., The Blackboard Curtain. A Study to Determine the Literacy Level of Able-Bodied Persons Receiving Public Assistance in Chicago. (Chicago: Science Research Associates, 1963).

of grade achievement. Thus for the most disadvantaged, Census data understate the problem.

The proportion of the population that may be considered undereducated depends upon definition. Many educators are tending to raise the limits of what is considered basic education--for the complexities of modern life, The rate of obsolescence of occupations, the need for acquiring new knowledge within continuing ones, and the decrease in unskilled jobs for which a lesser education may suffice--to high school graduation. There are those who believe that basic education leading to economic independence must not end before two years of college have been completed. This, however, is beyond the scope of this study.

Other estimates of target population and in terms of economic status have been made by the Office of Economic Opportunity.[3] That agency estimated that 11 million are poor, and of these one-third are functionally illiterate and 4.3 million are potentially employable. Some 2.7 million according to Census are heads of families. (See Table 2, Appendix A).

In using Table 2 it must be kept in mind since the target groups are not mutually exclusive there is considerable duplication within the estimated numbers. For example, many of the 1.4 million welfare recipients would be found in the 11 million poor. Similarly, the unemployed, the disadvantaged, and "hard core" would be found in most of the other headings. Thus, for the purpose of estimating the total target population, if literacy is a goal, Census data should be used. If only economic functioning above the poverty level is the goal, OEO data can be used. The size of the target population is somewhat academic, however, in terms of the limited funds available to attack the problem. The difference between enrollments and numbers of eligibles can be seen graphically in Table 3.

D. Number Served

Data on the number served by programs is fragmentary and inconclusive. Even so, it is indicative of the gap between numbers eligible and numbers served. The data on enrollments shown in Table 3 should, as should other data, be used with care. Since definitions are not uniform it is not certain what "enrollment" means. It is possible that a person may have enrolled and never attended a class but be included in the data in Table 3. Similarly, there is no differentiation among enrollees in terms of hours of instruction.

3/ "Examination of the War on Poverty," prepared for the Subcommittee on Employment, Manpower, and Poverty, of the Committee on Labor and Public Welfare, U.S. Senate, August, 1967, vol. III, pp. 833-4.

A student enrollee in an adult basic education class may be attending one hour per week or 35 hours per week. The data do not discriminate in terms of hours of classroom exposure per person.

Data on the basis of man-hours are not available. Nonetheless the data on numbers served are revealing in terms of possible impact. For example, the Department of Defense set as a target 100,000 for their"Project 100,000"with 40,000 to [illegible] enrolled the first year. At the other extreme, the Department of Labor - HEW, MDTA program estimates the number of potential trainees as 10 million, and only 46 thousand were reported in adult basic education. Since this program has been in operation since August 1962, it is lack of funds rather than time which is responsible for the gap between the need and the number served. In Oakland, California, for example, a skill center found it necessary to close classes to persons reading at below the fifth grade because of lack of funds. Only with special CEP funds have such classes been reactivated.

E. Funding

In terms of funding it is estimated that approximately $100 million of Federal monies were spent on adult basic education (through high school completion) in fiscal year 1967. It is not possible to determine precisely the amount spent because of two factors:

1) Differences between appropriation and expenditures for a given fiscal year. Funds committed in a given fiscal year may be spent in subsequent years. Thus there was a carry-over from fiscal year 1966; and funds appropriated but not spent in fiscal year 1967 are carried over into 1968. Therefore actual expenditures as opposed to appropriations are hard to determine, and at the same time appropriations are misleading.

2) Since most of the programs provide a variety of training opportunities, it is not easy to segregate the funds used specifically for adult basic education.

For these reasons $100 million is only an approximation. Of the $100 million, the programs under ABE-OE and MDTA accounted for roughly two-thirds of the expenditure on adult basic education below the ninth grade. However, only ABE-OE was funded specifically and exclusively for adult basic education.

In addition to the Federal funds, in some cases other funds were added because funds are not always available to those who will be responsible for carrying out programs on the same terms. Some programs are carried on exclusively with Federal funds. These tend to be those programs administered by Federal agencies directly, such as Department of Defense, Bureau of Indian Affairs, Department of Justice, Veterans Administration, and particular programs of OEO like Job Corps and Migrant and Seasonal Farm Workers. These are all special programs for special groups and require no matching funds.

On the other hand, program funds which tend to be administered at the State or local level characteristically require matching of funds. The most common matching formula is 90 percent Federal and 10 percent State or local funds. The 10 percent must be cash in HEW programs, but cash or kind in Labor and OEO programs (see Table 4). Some HEW programs require 25 percent matching at the State level, and one vocational education requires 50 percent. In 1967, Title V administered by the Welfare Administration required no matching. The only other programs which require no matching funds are experimental and development projects in all agencies. The latter are characteristically administered at the national level.

Similarly, funds differ in terms of what they may be spent for. For example, ABE-OE funds may not pay stipends to participants to cover costs of child care, transportation or clothing related to class participation. If these funds are linked to programs which can provide stipends, the problem is met. However, if such linkage is not effected many persons cannot afford to attend. To the poor, hard core, disadvantaged adult even minimal transportation costs can be prohibitive. Although classes are "free" in the sense of no fee or tuition, they are not free to many potential students in terms of what must be paid out by the individual if attendance is to be maintained. This problem has been solved in some communities by linking ABE with Title V, MDTA, or NYC funds which permit stipends (see Table 4).

F. Purposes

The federally funded programs differ in their stated purposes (see individual program descriptions), depending upon (1) the agency's overall mission, and thus the target populations addressed; (2) the level of education--elementary, secondary, or related personal "citizenship training, parent education and consumer education, ...important areas, even though not leading to a high school diploma."[4/] (3) the thrust of the education, whether as preparation for employment, or living in general.

[4/] Statement by Senator Hartke, in introducing Senate Bill 1995, specifically amending the definition of adult basic education (Section 303C of the Adult Education Act of 1966).

The level of education salient to particular programs depends upon the educational background of the particular target population, whether it is made explicit in legislative authorization or results from the program's actual operations. Statutory requirements in the Veteran's Readjustment Program put emphasis upon college attendance, recent legislation added a stipulation that benefits provided for high school level courses in preparation for college should not be counted against a veteran's entitlement for college level education. Department of Defense programs, particularly the U. S. Armed Forces Institute programs, similarly are mainly on a college level. The DOD services do have a definite goal for enlisted personnel with less than a high school education. Its focus has been preparation for passing the General Educational Development tests for certification of equivalency of high school graduation. The GED examinations are mentioned in a number of other programs. Conversely, as has been stated above, emphasis on adult basic education, whether below ninth or below sixth grade, characterizes but one program, OE-ABE. Enrollee characteristics data obtained from MDTA, Job Corps, and funding data obtained from OEO-CAP broken out as to grade level, indicate that the average enrollee is within the secondary education grade achievement range.

Many of the programs include personal development education among the courses which they offer. As the major focus of the program, this third category characterizes the Social Services for Adults with Potential for Self-Support (in fact, not in name), the Grants for Community Planning Services and Training for the Aged, and the special purpose Citizenship Education and Training Program. Two other programs which do not "track" through elementary and secondary education are also special purpose and have another distinguishing characteristic, that courses as such are the exception rather than the modal program offering: Cooperative Extension Service, and the Public Library Services Program.

Two of the latter category are programs for populations which, for the most part, are not preparing to enter the labor market. The focus in the two, for AFDC mothers and for aged, is upon other areas of living and self-maximization. The degree to which the other programs emphasize employment as the end-product of education varies. Many, as their titles, stated purposes, and structures indicate, intertwine general education, basic or adult, with vocational training: MDTA Coupled-On-the-Job Training, Job Corps, Community Work and Training, Work Experience and Training, and the Bureau of Work Program's four programs. Other programs less explicitly include vocational training. And still other programs have a major purpose other than employability.

The question may be posed, with recognition that arguments may be marshaled for either side; what is the purpose of adult basic education, i.e., basic to what? Parenthetically, a major difficulty in obtaining data relevant to this inventory was the frequent lack of identify of adult education components, defined as exclusive of vocational training, in programs where they were commingled with skill training, occupational vocabulary, and work-attitudes preparation.

G. Administration and Coordination

Before reviewing the findings as to performance of adult education at the local level, the programs identified and characterized should be assessed as to their relevant administrative structures, the coordination of the programs within the Federal agencies providing the support of adult education, and between programs and agencies, both Federal and other.

At the Federal level alone, the level at which this inventory was conducted, some programs under the administrative aegis of the Department of Labor involve coordination with other Federal agencies, particularly the Department of Health, Education, and Welfare. In one instance, MDTA Training for Redevelopment Area Residents, a third agency is involved: the Department of Commerce, which participates in the initial stages of programming, the selection of target geographical areas (see Table 5). The individual program which has the most complex multi-agency administration is the Work Experience and Training Program, Title V of the Economic Opportunity Act of 1964, which since fiscal 1967 involves three bureaus of the Department of Labor and one division each in two bureaus of the Department of Health, Education, and Welfare.

Programs differ in the extent to which they involve the State governmental machinery, or go directly to local governmental agencies, or are administered completely by Federal agencies. The Job Corps, for example, is administered by OEO at the Federal level. Although in Job Corps Conservation Centers, State departments of conservation or the U. S. Department of Interior or Agriculture may be involved, this is by contract. OEO retains administrative and monitoring responsibility.

At the other extreme are the funds provided through ABE-OE. These are distributed to States according to a formula after a State plan has been approved. The regulations require use of the State department of education. The State, in turn, distributes the funds to local school boards, or in some States (depending on State law) to community colleges on the basis of an approved project request. Monitoring of individual projects is the responsibility of the State with overall responsibility at the Federal level.

These differences in administrative structure affect the coordination within local communities. Since each program has a different set of rules, controls and program emphasis, coordination can be achieved only through concerted effort. The Coordinated Area Manpower Planning System (CAMPS) is an effort to bring about coordination of programs at the local level. It is recognized that different populations may be served by a given program, but no effective system has been developed for assuring that an individual will move from adult basic education through skill training to employment.

H. Settings and Course Offerings

With the exception of the residential Job Corps, Prisoner and DOD programs, programs are given at the local level. Even servicemen may use facilities in the local community. State and locally administered programs tend to be similar in that they use a variety of facilities, certified teachers, and various teaching materials and techniques. Skill training courses tend to emphasize reading and numbers skills related to the potential skill training. Courses for the general population and welfare recipients tend to have more offerings in child care, citizenship, consumer buying, and social skills in general. Each of the program descriptions present data in relation to facilities and course content where available.

I. Conclusions

The most striking conclusion is the sparsity of programs in relation to reported needs. This is true regardless of which segment of the population is used as the frame of reference--the general population which has attained less than an eighth-grade education or high school, the employable disadvantaged population, youth, welfare recipients, the poor, or older citizens.

It is not clear whether there is an implicit target population intended by Congress. Although there is evidence in the legislation, in terms of the number of Acts directed to the problem, that there is a Congressional emphasis on the unemployed or underemployed, disadvantaged youth or adult, the very wording of the last lines of the Statement of Purpose of Title III of the ESEA opens the door to the general population; "to become more productive and responsible citizens."

In terms of national goals there is need for a more clearly enunciated adult basic education policy.

In terms of long-run efforts, it may be more important to provide adult basic education to parents of young children, regardless of their employability status. On the other hand, the short-run effort of providing a continuum which allows the employable youth or adult to move through adult basic education, prevocational training, skill training, to a job is most effective in terms of reducing human waste and solving critical manpower shortages.

It is evident, as found in the study of the 11 cities reported in Chapter III, that local agencies are confused and frustrated because of the lack of a national policy. Administrators of manpower programs are concerned that ABE-OE funds are not available to meet the needs of the persons brought into the Employment Service by the Human Resources Development program. Persons seeking training cannot enter programs because of functional illiteracy.

At the same time, welfare administrators feel that the basic education of an AFDC mother is important to improve her functioning both as a mother and in society in general. Administrators of programs for older persons plead the special needs of their clients. All persons should have the right to participate. However, in light of limited funds a system of priorities is evidently needed.

There is little evidence of duplication or overlapping among programs. Although target populations overlap, the evidence is that the number of opportunities are not great enough to create duplication or overlap in terms of individuals. There is, however, duplication of effort in terms of curriculum development. For example, within the Job Corps each urban center develops its own basic education materials despite the fact that there is an approved curriculum for conservation centers.

It is evident that there is need for experimentation in curriculum building in adult basic education. However, this experimentation is being carried out in a multiplicity of settings with little sharing of findings.

Rather than duplication and overlap, the problem is one of gaps. Of the some 18 million requiring this education, approximately 400 thousand are receiving it.

Gaps also exist in terms of linkages between programs. This is evident in findings of a follow-up of a field test of basic adult literacy materials conducted by Greenleigh Associates, and in field studies in 11 cities. Persons completing adult basic education or GED requirements are not slotted into skill-training programs. This creates frustration on the part of individuals and program administrators. The Concentrated Employment Program is intended to solve the problem to an extent. However, individuals in rural areas are likely to suffer lack of "next-step programs."

Among the most serious problems in trying to estimate the number of persons and degree of exposure in adult basic education classes are the lack of:

1. Reporting systems.
2. Common definitions between agencies in those cases where data are available.
3. Any quantitative measurements in terms of hours, days, weeks, or other time periods of course offerings or of student participation. One hour of exposure is counted the same as a week, month, or year.
4. Measurement of students' progress.
5. Money to adequately attack the problem of adult basic education.

III. SELECTED CITIES AND STATES IN WHICH ABE PROGRAMS WERE SURVEYED IN RELATION TO OTHER TRAINING PROGRAMS

Simultaneous with the inventory of federally funded ABE programs, two other related studies were being conducted by Greenleigh Associates: 1) the Human Resources Development program of State employment services and 2) the administration of federally funded training programs. These studies required field operations in two state capitals and 11 cities. Because of the rare opportunity which this afforded, field staff were requested to obtain specific data related to ABE to be incorporated into this report.

It should be noted that the following synopsis of these programs is in no sense an appraisal or evaluation of them, nor are all activities in ABE in the cities necessarily included. Only ABE activities relating to Federal funding as known by manpower program personnel are included. This is a report of what was occurring in these cities during several summer months in 1967. It also should be kept in mind that ABE was not the primary concern of the other two studies. Thus, only a capsule description is included:

A. Boston, Massachusetts

1. In Boston, adult basic education is under the jurisdiction of the Boston Public Adult Schools using funds from Title III and the City of Boston. Any adult resident of the city who has not attained an elementary certificate may attend. In summer 1967, 700 students were in classes and 100-200 more could have been accommodated.

Classes were held in eight public schools in low-income areas--two high schools, three junior high schools and three elementary schools.

The course content was:

Adult basic education, grades 1-4
Adult basic education, grades 5-8
Civic education - (Americanization - citizenship)
Sewing

Courses are given Tuesday and Thursday, 7:00 p.m. - 10:00 p.m.

It was reported that there was good cooperation between the ABE program and the welfare department but that no coordination existed with the Massachusetts State Employment Service, which is responsible for referring persons from poverty areas to training resources which will assist them in becoming employable.

2. In addition to the Title III program, a Research and Demonstration project using EOA Section 207 funds was in operation. This program had been in operation 15 months and was funded for $341,000. It had roughly 1,000 students in a number of settings. Teachers in this program are volunteers and were testing two methods of teaching adults.

3. There were also adult basic education components in manpower training programs. However, the administration of the out-of-school NYC program indicated that there was a need for more remedial education. The administration of the New Careers program stated that adult basic education was needed for people in that program.

B. Dallas, Texas

1. The adult basic education program is administered under the Texas State Board of Education State Plan. The Dallas Adult Education Program proposal was submitted to and approved by the Texas State Board of Education. The Dallas Independent School District, which administers the Title III program, was the only local agency involved in the planning of the program.

The program operates on three levels:

Basic	- grades 1-3
Intermediate	- grades 4-6
Advanced	- grades 7-8

Classes were held in public schools, Tuesday and Thursday, 7:00 p.m. - 9:00 p.m., during the summer of 1967. At the time these observations were made there were 923 students in 64 classes. In fiscal year 1965 there were 2,000 students enrolled, but in fiscal year 1966 the program was dropped for lack of funds. The program is funded for a maximum of 1,500 students and could be extended to 2,000 by stretching funds. Recruitment is by word-of-mouth and letters from principals, delivered by the children to their parents.

2. In addition to the Title III program there is LIFT (Literacy Instruction for Texans), a voluntary agency supported by an annual fund campaign, which also provides classes in ABE. It has a basic literacy course and tries to complement ABE rather than to compete with it. The director of the Bureau of Indian Affairs indicated a need for more training, especially prevocational. Indian relocatees are presently referred to any available training program, particularly MDTA.

Local Observations: ABE does not provide basic education for MDTA programs since all MDTA projects have their own basic education components, nor does ABE provide basic education for the Neighborhood Youth Corps. ABE graduates may enter MDTA and NYC, but there is no planned linkage. Basic education is included in the academic phases of New Careers programs and is written into the budget. Although the director of the New Careers Program was aware of ABE in the Dallas Independent School District, no attempt was made to link ABE with New Careers.

C. Fresno, California

1. Fresno has a large population of educationally disadvantaged adults. The 1960 census shows that 25 percent of all Fresno adults over age 25 had not reached eighth grade, and 12 percent had less than four years of schooling. Fiscal year 1968 plans include a CAP program for migrant farm workers with 540 stipended slots in basic literacy, and provisions to serve 3,000 with unstipended basic and consumer education courses, funded by OEO. There are also proposals to provide adult basic education for 4,000 public assistance recipients under Title V. Thus, a maximum of 8,040 spaces for basic education will be provided to serve a target population of over 80,000.

2. The California Department of Education reported that for fiscal year 1967 in Fresno, Federal funding under Title III was $25,750, which provided basic education courses for 160 disadvantaged adults with less than eighth-grade education. The estimate for fiscal year 1968 is for funding of $15,093 for an enrollment of 160 adults.

3. Operation Mainstream supervisor expressed need for more basic education in the program so that enrollees could pass civil service examinations.

D. Huntington, West Virginia

1. Under the West Virginia Department of Education State Plan the county boards of education were designated to administer and supervise the adult basic education Title III program. An idea of shared supervisory

service was included in the plan, especially where the potential enrollment would not justify the employment of a full-time supervisor. There are, thus 15 adult education area supervisors for the 55 counties in West Virginia. Huntington is in an area that covers three counties.

The program is designed for those unable to read and write and those with less than an eighth-grade education.

2. Although the State brochure indicates there will be both day and evening classes conducted in churches, assembly halls and schools, the programs observed in Huntington were being conducted in unused public school buildings (elementary and high school), and were taught at night. In the three-county area surrounding Huntington, classes are given during both day and evening. In all, there are 35 day and 22 evening ABE classes. Noncertified and retired certified school teachers are used. The program uses traditional materials. Some use is made of packaged instruction but generally materials are confined to work books. In some instances children's textbooks are used.

The students were primarily white and unemployed, with less than eighth-grade education.

Local Observations: Transportation was a problem since no public transportation is available for those in outlying counties where significant numbers of functional illiterates reside. It is extremely difficult for individuals to get to classes. Car pooling is required and long distances have to be covered.

New Careers trainees attend a basic education course given at John Marshall University in Huntington.

E. Kansas City, Missouri

Kansas City was cited to the Greenleigh field staff by regional and State personnel as a good example of coordinated ABE planning. In July 1967, the Kansas City public school administration called together all agencies providing ABE in that city and formed an advisory committee comprised of representatives from each agency. The representatives were able to provide guidance to the Kansas City ABE agency, called the Department of Extended Services, and to make it aware of the particular needs of their own ABE programs. In this manner technical assistance, programming, teacher training and curricula development can be provided to all ABE programs in the city without the duplication of training and administrative structure which is so costly.

During fiscal year 1967, Kansas City received $79,756 in Federal funds under EASA, Title III. This provided 590 students with 10,663 hours of instruction. [1/]

F. Miami (Dade County), Florida

The Florida State Department of Education receives Title III funds, which are allocated to county school districts. These counties must submit a local plan and receive approval.

Dade County's plan was prepared by the Dade County Board of Public Instruction. The County Board reports to the State on student progress and certification of teachers. It receives consultative services upon request and contributes to, as well as participates in, statistical surveys and research at State initiative. The relationship between the State and the local board is described as close and continuous.

The purpose of the Dade County ABE program parallels Title III, with the addition that Dade County's program attempts to facilitate personal development in order to enable the student to function better in family and community relationships. The program operates at three levels: grades 1-3, 4-6, and 7-8. Course content includes reading, listening, writing, math skills, consumer buying habits, family health and nutrition, preparation for the world of work, obligations and rights of citizenship and community relationships. The curriculum is directed toward increasing an individual's effectiveness as an adult.

Courses are open-ended and goals are established on the basis of individual need. Students move at their own rate of speed, with groupings based on reading ability, comprehension, and math skills. Some students attend classes during the day. Those who are employed attend at night. Others attend courses at their work site on the basis of cooperative arrangements made by their sponsoring agency. Studies are terminated when the eighth grade has been satisfactorily completed.

When the program originated in fiscal year 1966, there were 57 sites. Budget cutbacks, however, have reduced the number to 30. The current budgetary request calls for 35 sites, but has not yet been approved.

Many sites are contributed by EOPI (the local community action agency) neighborhood centers, the Miami Housing Authority, churches, the Dade County jail (courses for inmates), and the Jefferson Memorial Hospital (courses for Neighborhood Youth Corps workers).

[1/] "The State of Missouri Cooperative Area Manpower Plan," submitted August 1967 by the Missouri State Manpower Committee.

There are no allowances under ABE. However, there is linkage with the welfare department, and Title V trainees enrolled in ABE receive allowances under that program.

As of June 30, 1967, there were 2,275 pupils enrolled in the ABE program.

Funding during the past two years and projected to 1968 is as follows:

Fiscal year 1966 - $170,000
Fiscal year 1967 - $ 84,000
Fiscal year 1968 - $125,000 requested

In addition, the program is receiving $48,000 from Title V funds for services to welfare recipients.

The program indicates considerable community coordination. Recruitment was carried out originally through radio publicity, schools, PTA's, the Miami Housing Authority, EOPI counselors, clergymen, the welfare department, and Title V and voluntary enrollees. Because of budgetary reductions there was no active recruitment in the summer of 1967. Those responsible for the program believed that 5,000 students could be enrolled if there were sufficient funds. This year the program has not been publicized because of current enrollment limitations, and has had to turn away potential students.

Students must be 18 years of age or older and be functioning educationally on a level lower than eighth grade in such subjects as reading, arithmetic, science, social studies or English. If necessary, testing is done in the vocational education headquarters.

Local Observations: Many Florida State Employment Service counselors, when interviewed, referred to the Lindsey Hopkins Education Center as the source of basic educational and vocational programs. The community considers Lindsey Hopkins the center of basic education. The fact is that Lindsey Hopkins provides ABE--originally funded through the State (without Federal money)--as minimum foundation classes. Federal funds have allowed for an expansion of this program. Lindsey Hopkins, however, is identified as the all-inclusive service. Federal funds through Title III are not identified as such but the community is aware of the expanded ABE program which was available in 1966.

The MDTA training center, which operates the institutional MDTA programs for the Dade County Board of Public Instruction, is responsible for its own adult basic education program. The coordinator of general adult education is not responsible for this program.

NYC enrollees in the two out-of-school programs that are offered attend ABE classes in centers convenient to them. Welfare recipients in the Title V program enroll in the ABE classes and money from Title V was used to partially subsidize the program. The site of the ABE program for welfare recipients is the welfare department's administrative office.

New Careers uses the ABE program.

EOPI uses the ABE program for teacher aides. There is an excellent relationship between the two agencies.

G. Missouri

In the State of Missouri, the director of adult basic education is also in charge of civil defense. He has two people on his staff assigned to civil defense work and one person assigned to ABE. There is, however, a provision in the State Plan to hire consultants to provide technical and other assistance to the schools or any other agency conducting ABE.

Technical assistance is provided through recommendation of materials and curriculum aims. During the summer of 1967, an ABE curriculum and program guide was in progress, and soon to be issued. Although the State ABE relates to all ABE training, depending upon the requests of program directors, its prime obligation is to programs funded under Title III.

Training sessions for ABE certification are provided in a 16-hour program. Certification is for one year and enables Missouri to use non-college graduates as ABE instructors.

During fiscal year 1967 Missouri received $566,188 under Title III. The recipients of the larger grants were:

$134,837	University of Missouri Extension Division
79,756	Kansas City
49,587	Sikeston
43,133	two junior colleges

State-wide in fiscal 1967 there were 4,266 adults enrolled in ABE programs in about 30 local school districts. In the district of Sikeston, the ABE program is run in cooperation with an MDTA program. The University of Missouri Extension Division is also responsible for ABE courses, as are two junior colleges.

Due to Federal matching requirements, St. Louis, the largest city, has turned down Title III funds, stating that it is unable to meet the 10 percent cash-matching requirement.

In addition to Title III funding, ABE in Missouri is also funded by OEO. OEO Title V supports some ABE programs in St. Louis and Kansas City and also contributes to those State's CAP programs which have set up their own ABE courses. MDTA in both St. Louis and Kansas City has incorporated ABE in its prevocational training program. The St. Louis CEP includes ABE in both its 6-week and 16-week courses.

Local Observations: Problems affecting ABE programs are, primarily, lack of money and lack of coordination. The problem of lack of money is compounded by the State Legislature's refusal to provide matching funds in order to obtain Federal funds. As mentioned before, the cities report they do not have the financial capacity to meet the matching requirement. Another problem is caused by the direct funding of programs by the Federal Government, by-passing the State agencies. This kind of funding makes coordination among the various agencies even more difficult.

The disadvantaged will never achieve the skill-level entry requirement of MDTA programs without first receiving ABE. Some criticism of vocational education's narrow interpretation of ABE was voiced. The contention is that vocational educators see ABE in the limited role of providing merely the technical vocabulary to enable trainees to get through the skill training, and that if a trainee loses the particular job for which his skill training has qualified him, he cannot turn to anything else. With a good basic education, the trainee could qualify for a great number of related jobs.

H. Oakland, California

According to a recent communication from the California State Department of Education, in fiscal year 1967 there were 860 adult basic education slots funded for $83,521 under Title III. A projected 979 slots with funding of $91,500 was estimated for 1968. A portion of this amount will be used to fund the enrollees in Americanization classes.

Local Observations: All persons in the Manpower programs who were interviewed seemed to be unaware of any Title III ABE programs. If Oakland has such programs, these administrators were not aware of it. The skills center (MDTA) had been giving basic education to trainees, but when a cost limit had to be instituted, basic education was eliminated. This meant that trainees with less than a fifth-grade level of education could not be accepted by the program. No efforts had been made to channel the basic education component through Title III funds and administrators also felt that since Title III programs do not give stipends, this would not be feasible. MDTA personnel were quite concerned that even the trainees who did get skill training would not be able to get jobs because of their lack of basic education. The CEP is now funding quite a number of basic education slots in the MDTA program, in the Opportunities Industrialization Center, and in the Spanish-American programs (SER).

I. Phoenix, Arizona

1. The Phoenix high school system has been chosen to administer the Title III program. Classes are held in 15 schools: in 14 of them evening classes are held from 7:00 to 9:30 p.m., and in one, classes are held from noon to 3:00 p.m. Adult education is separated into two programs:

a. An adult basic education program for more than 30,000 functionally illiterate in Phoenix, i.e., those who read English at less than the fifth-grade level.

b. A program of instruction through the eighth-grade level.

In fiscal 1965-66 Arizona received $467,878 in Federal funds and enrolled 3,495 students in ABE programs. In 1966-67 the State received $208,952 in Title III funds, supplied $25,000 in matching funds and enrolled 2,961 students in 27 projects in 10 counties.

Most of the funds had been expended by the local projects by December 31, 1966. Of the 27 projects, 17 were terminated and 10 continued. Of those continuing, some used local school district funds, one was financed by OEO funds, two charged tuition, three continued with volunteers, and one used local CAP, city funds and volunteers. Without any funds from the Office of Education or the State Department of Public Instruction, these ten projects trained 1,536 students.

In Phoenix, when Federal funds were exhausted, the ABE coordinator's salary was paid by the school district, teachers were paid by the CAP agency, and the United Valley Volunteers moved in as training assistants and aides. The State Department of Public Instruction continued to provide overall direction.

2. The local community action agency, LEAP, has been most cooperative as far as the State ABE program is concerned and has actually provided some of its own funds. The Operation Mainstream program, which is administered by LEAP, sends its ABE trainees to a high school for classroom work.

There is also some coordination with the welfare department, since some adult basic education is provided with OEO Title V funds.

J. St. Louis, Missouri

1. Title III funds in St. Louis are administered by the University of Missouri Extension Division. The St. Louis school district could not match Federal funds and turned down the project. The University ABE classes are held in areas with large poverty populations. The program is carried out in cooperation with the welfare department and serves welfare recipients primarily. Title V provides funds which enable these persons to attend ABE classes.

2. Another adult basic education program, subcontracted by CEP with St. Louis public schools, is not a St. Louis public school project. The Human Development Corporation pays all costs of this program from CEP funds, and monitors the projects.

The fiscal year 1968 budget is for $226,000 designated to serve 600 students The program was designed to provide ABE for target area residents, especially those in designated CEP programs. New Careers trainees come for 2 1/2 hours during the evening, two days a week. Special Impact trainees get 2 1/2 hours of ABE per day.

Subprofessional staff must be 21 years of age or older, live in the CEP area, and have at least a ninth-grade reading level. Of 21 employees, 5 had no high school degree, 12 had high school diplomas and 4 had some college credits. The program is carried out in a large housing project. This site is ideal as a noninstitutional setting.

3. Funds are supplied by OEO for the Voluntary Improvement Program, which now has 20 centers, serving 2,300 students. These centers are located in churches and housing centers.

Approximately 1,000 volunteers and nine field coordinators serve as teachers. Recruitment takes place through churches, the welfare department, Missouri State Employment Service, school counselors, and by word-of-mouth.

Local Observations: This program must be viewed as an educational effort that originated as a response to the vacuum in adult basic education in St. Louis which was created by the unwillingness or inability of the St. Louis school system to provide ABE to the disadvantaged.

K. State of Washington

In 1967 the Washington State Legislature passed the Community College Act, which established 22 community college districts. This caused a restructuring of educational organizations, with important implications for adult basic education programs. Under this new legislation the primary responsibility for ABE lies with the community colleges. Provision was made, however, for those school districts with existing adult education programs to continue their programs outside the community college administrations. According to the current pattern, some ABE programs are being administered by local school districts and others by community colleges. This has caused a certain amount of confusion among education and community leaders.

A Washington State newspaper quotes Elmer Clauson, the State Director of Adult Education: "There is a strong need for clarification of provisions of the Community College Law of 1967 regarding adult education." He cited basic education courses for adults with less than a fifth-grade level of education as an example: "Some of these classes are operated by community colleges, some by vocational and technical institutes, and some by the public schools. This means we must work with three state agencies under different regulations and funding."

The new Community Council for Occupational Education, which includes representatives from the State Board of Education, the State Board for Community College Education, and three persons appointed by the Governor, is the new State agency which administers the community colleges, higher education, and vocational education. This means that ABE programs operated by the community colleges will fall under the Council's administration and those operated by the common school districts will be under the jurisdiction of the Office of the State Superintendent of Public Instruction.

L. Seattle (Standard Metropolitan Statistical Area), Washington

1. Seattle Community College offers ABE programs in four or five branches. These branches are located in high schools in communities where the target population live. Although the programs are carried out in public high schools, the Community College administers them.

The director of these programs is making an energetic effort to reach the disadvantaged. One branch, which is located in an urban renewal area with a large Negro population, expected a large Negro registration for its ABE courses. When the Negro registration fell below expectation, the director planned to use CAP people to reach this group, as he felt he had failed to reach them by the usual means.

Local Observations: It was observed by community leaders that at one time the ABE program was located directly in a vocational high school. The setup worked well. For example, ABE students would be exposed to a class in welding, and would become interested and go on from ABE to vocational courses. Now that the two programs are geographically separated, this does not occur as often. The previous physical closeness of the programs also meant that coordination was achieved with a minimum of red tape. Under the present setup, ABE students do not have direct knowledge of what vocational courses are being offered in other locations.

2. The Auburn school district and six others are in a community college district. Because the Green River Community College is located within Auburn's boundaries, the Community College, and not the school district, administers the ABE programs.

During the 1967 school year, over 300 courses were offered at Green River Community College; two of them were ABE. The college was prepared to serve an enrollment of 30-35 in the ABE courses, to be taught on the college campus. The college is located on a hilltop in a rustic setting.

The target population includes some Indians, but is comprised primarily of agricultural workers living nearby.

There is no public transportation to the site, which seems to be a particularly inappropriate one for an ABE program.

3. Community colleges are usually not as interested in having students achieve their GED or high school equivalency certificates as they are in having them take credit courses for four years to obtain a local high school diploma.

Regular high school courses have a tuition charge, whereas ABE programs under Title III are free to the students and funded by the State.

4. One community college administrator who had set up ABE courses for students who were to be recruited by welfare officials was extremely disappointed when students were not forthcoming. Trainees for Coupled On-the-Job Training programs do go to community colleges for

basic education courses. Complaints were voiced that MDTA used basic education courses as a holding device, while awaiting the opening of vocational training slots.

Many of the manpower training administrators had not heard of Title III but were sending enrollees to basic education courses in community colleges which were using Title III money.

M. Springfield, Missouri

During the summer of 1967 two ABE programs, both funded with EOA Title IIA funds, were observed.

In addition, according to the CAMPS-report, during fiscal year 1967 Springfield received $14,822 in Title III funds, which provided 5,210 hours of instruction for 162 students. This program was not in operation during the period of the summer field work.

1. The first program received Federal funds of $52,487 plus $7,950 in matching-in-kind contributions of volunteer teachers, assistants and classroom space. This program was geared primarily for trainees of NYC, Operation Mainstream and OJT, and served approximately 200 persons in 11 counties, at 14 centers.

2. The second program received Federal funds of $88,024 plus in-kind contributions of time, testing space, etc., amounting to $18,350. This program was designed to serve Head Start parents and to accommodate 300 disadvantaged adults. Hours were staggered so that adults might come to classes during the day, afternoon or evening. Approximately nine hours of instruction a week were given.

IV. RECOMMENDATIONS

The recommendations were developed on the basis of information from three sources: 1) the data collected from Federal agencies in developing the inventory of federally funded adult basic education programs; 2) findings in regard to the adult basic education program in 11 cities and two states in other studies carried on simultaneously with the inventory during which field staff were instructed to gather data which would be used in the inventory; and 3) suggestions of persons at the Federal level responsible for administering funds used in whole or in part for adult basic education.

1. The amount of funds available for adult basic education should be increased markedly. There is a wide gap between the number who need basic education and those who can be served from present programs.

2. There is a need for a national policy which would include a priority system for the use of funds appropriated for adult basic education.

At the Federal, State and local level there is disagreement over which Federal funds should be used for adult basic education, particularly as related to manpower training programs. Two distinct points of view are frequently at odds: a) all adult basic education funds should be used to provide a wider financial base for manpower training programs in which trainees require such education, b) adult basic education funds, particularly those appropriated under Title III, should provide classes which are open to any eligible citizen who wishes to improve his educational level regardless of his present or prospective employment status.

3. A task force should be established at the Federal level to develop interagency reporting systems which would develop, a) common definitions, b) measurements in terms of man-hours or man-days or a similar quantitative standard which would make it possible to compare programs in terms of some measurement more accurate than enrollments, c) a common reporting form for all project personnel providing adult basic education, and d) a system for reporting dropouts, teacher characteristics and curriculum.

The lack of a common reporting system makes it futile to attempt to measure the real impact of Federal funds for adult basic education either under a given program such as ABE-OE or between programs such as MDT.

OEO-CAP, Migrant, etc. There is a need for a yardstick. Ideally the reporting system should provide measurements related to various levels of educational attainment, as well as achievement in terms of completion of agreed-upon levels. That is, it should be possible to know how many man-years (or whatever unit is chosen) of education is represented at a given level (e.g., elementary, GED) and how many individuals moved from one level to another in a given time period.

4. Linkages between all federally funded ABE programs need to be developed at the Federal, State and local levels. It is possible that CAMPS may provide the mechanism for developing such linkages. However, up to the present time CAMPS has served primarily as a means of sharing information. Since they do not have any mandatory planning directives or carry any authority, the degree to which they can and will be used to establish program linkage will depend upon the willingness of the agency representatives in CAMPS to use the device to provide a coordinated program system with linkages.

5. There should be a mechanism developed which will make it possible to share the best in curriculum and test development and to assure that a disproportionate amount of time and money is not being spent in the endeavor.

There is ample evidence that numerous programs are developing and experimenting with curricula. This is probably sound since the field of ABE is relatively new. However, there is no way at present to share this knowledge or to assure that experimentation is not taking place in areas which have already been found futile by other groups. At the present time there is no way for sharing of experience either good or bad.

6. There should be a provision for stipends which will cover the costs of attending classes for persons who cannot afford to bear the cost of transportation, child care, and related items. If the persons most in need of ABE are to take advantage of educational opportunities, financial accessibility must be created. It is possible to link ABE funds with manpower training programs which provide allowances for designated groups. However, those not employable are not eligible for such programs. For the latter, the costs of attendance should be covered if the participants are at or below the poverty level.

7. States should be encouraged to distribute ABE funds according to a formula similar to that used by the Federal government in making funds available to the States. In some states there is evidence that funds are not distributed to the areas with the greatest numbers of functionally illiterate or persons needing adult education to complete high school equivalency.

8. Persons administering ABE programs should be encouraged to include more than the basic elements of reading, number skills and related subjects. Child care, consumer economics, and social studies pertaining to understanding the culture and the community are necessary if the most undereducated are to learn to function more effectively in our society.

9. The funds for training teachers in adult basic education should be increased. There is an expressed need for more trained personnel who understand the special educational problems presented by adults needing basic education.

V. PROGRAM DESCRIPTIONS

Brief descriptions of the thirty-four federally supported programs that have an adult education component follow.

PROGRAM TITLE	ADULT BASIC EDUCATION, HEW-OE
ADMINISTERING AGENCY	U.S. Department of Health, Education, and Welfare, Office of Education, Division of Adult Education Programs.
LEGISLATIVE AUTHORIZATION	Elementary and Secondary Education Amendments of 1966, Title III - Adult Education, P.L. 89-750, November 3, 1966. Program originally authorized under Title II-B of the Economic Opportunity Act of 1964. Delegated to the Secretary of Health, Education, and Welfare by the President on October 24, 1964, and transferred to the Office of Education upon enactment of Title III.
MAIN PURPOSE	To encourage and expand educational programs for persons age 18 and over to enable them to overcome English language limitations, to improve their basic education in preparation for occupational training and more profitable employment, and to become more productive and responsible citizens.
TARGET POPULATION	The Act defines both "adult education" and "adult basic education," the former as instruction below the college level. The focus of the program is upon "adult basic education," administratively defined as through the eighth grade. According to Current Population Reports of the Department of Commerce,* as of March 1966 there were 18,220,000 persons age 18 and over who had less than eighth-grade education.
FUNDING	The Congressional appropriation for fiscal 1967 was $30,000,000, with $26,280,000 allocated to the States and territories and $2,920,000 reserved for Special Projects and Teacher Training

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* Current Population Reports, Population Characteristics, Bureau of the Census, U.S. Department of Commerce, Series P-20, No. 158, December 19, 1966, p.7.

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ADULT BASIC EDUCATION, HEW-OE (continued)

The distribution of funds broken down into proportions spent on teachers, equipment and books is not available. Matching funds of 10 percent, in cash only, are required of the States. Funds are allocated according to a stipulated State allotment formula.

STIPENDS

No stipends are given.

PROGRAMS AND FACILITIES

The education is subcontracted by the State educational agency to local public schools. Facilities utilized at the actual teaching level include elementary and secondary schools, and varied nongovernmental facilities: private industry, storefronts, churches.

In fiscal 1966, all 50 States, the District of Columbia and three territories participated. The 54 jurisdiction included 1,701 programs.

ADMINISTRATION AND COORDINATION

The Adult Education Branch approves State plans, distributes funds to States, and provides grants for special projects and teacher training programs. The State educational agency which is the mandated prime grantee, is required to prepare the State plan, and distributes the State allocation among local school districts. The local educational agency arranges for and administers the program. The Act provides for a hearing and judicial review procedures when the Commissioner indicates his approval of a State plan.

CHARACTERISTICS OF ENROLLEES

Enrollment in fiscal 1967 was 380,838. Preliminary data indicate that 39 percent were at the beginning grade levels (1st-3rd), 32 percent at the intermediate (4th-6th), and 29 percent at the advanced level (7th and 8th). The age distribution was: ages 18-24, 18 percent; 25-34, 24 percent; 35-44, 27 percent; 45-54, 19 percent; 55-64, 8 percent; 65 and over, 4 percent. 47.5 percent of the students were male.

Students are recruited by many communication techniques: flyers, radio and television, churches, etc. The primary group to which the program is directed is illiterate persons, with emphasis on the poverty population and public welfare recipients. Testing is not used to determine eligibility.

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ADULT BASIC EDUCATION, HEW-OE (continued)

CHARACTERISTICS OF COURSES AND TEACHERS	Course content: literacy, child care, citizenship education, consumer education, family relationships, health education, and home economics. Accessibility of classes by public transportation varies. In fiscal 1967, preliminary data show that there were 23,367 classes in public school buildings (83.5 percent), and 4,699 (16.5 percent) in other facilities. There were 18,195 teachers, 1,877 counselors. The student-teacher ratio was 22:1. No data were available on teacher characteristics, class characteristics, use of programmed instruction and other newer and innovative techniques. Indigenous teachers, it was indicated,are not utilized, except in a few communities as teacher aides. Tests are used to evaluate achievement.
COURSE OUTCOME	In fiscal 1967, 37,673 completed the program (eighth grade) according to data from 44 States and territories. Data on average number of grade levels of improvement were not available. The number of dropouts and reasons for dropouts were not available.
PROGRAM MEASUREMENT	A number of forms are used for obtaining data: (a) adult basic education quarterly report; (b) program estimate for ABE, revised 4/67, calls for a narrative statement, State and local programs, expenditures and staffing data; (c) ABE annual program report; (d) continuing survey of enrollees; (e) annual financial report for ABE. A number of these are relatively new, and promise quite extensive data breakout potential. The Federal agency conducts evaluations, via State plans and through the developing reporting system. Follow-ups of students by the grantees are being encouraged, and are being developed in various States.
RECOMMENDATIONS FOR IMPROVING ABE PROGRAMS.	None stated.

PROGRAM TITLE	ADULT BASIC EDUCATION, OEO-CAP
ADMINISTERING AGENCY	Office of Economic Opportunity, Community Action Program.
LEGISLATIVE AUTHORIZATION	Economic Opportunity Act of 1964 as amended, Title IIA, General Community Action Programs, Sec. 205(a), Sec. 211-3*, Sec. 207.
MAIN PURPOSE	In 1966 Sec. 211-3 was added to Title II General Community Action Programs section of the EOA. This provides for grants to local education agencies and to other public or private nonprofit agencies for special projects in the field of adult basic education for low-income individuals over 18 years of age whose lack of basic educational skills makes them unable to get or retain employment. Basic objectives were: 1) to raise participants' literacy to sixth- or eighth-grade level; 2) to improve their ability to benefit from available occupational training programs; 3) to develop basic skills in a job training program to assure trainees' success; 4) to enable persons receiving public assistance to become independent; 5) to prepare participants for special examinations which are prerequisites for future employment; 6) to prepare participants to re-enter regular or adult education programs. Remedial adult education is also one of the eligible components under Sec. 205(a) of General Community Action Programs. The Research and Demonstration programs provided for under Sec. 207 also have a manpower training component which includes adult basic education.
TARGET POPULATION	Over age 18, below poverty level, and low educational achievement. OEO estimates that there are 11 million poor adults with less than eighth-grade education of whom 4 million are potentially employable.
FUNDING	In fiscal 1967 it is estimated that $18 million was allocated for adult education, $7 million of which had been specifically earmarked by Sec. 211-3. Of the earmarked funds, about $4 million were used for prevocational training, which includes

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* Section 211-3 was added when Section IIB, ABE was repealed and transferred in substantially the same form to E & SEA Title III.

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ADULT BASIC EDUCATION, OEO-CAP (continued)

	basic and remedial education, in eight Opportunity Industrialization Centers (OIC). Data on the adult education component of the Research and Demonstration projects were not available. Matching is required: 90 percent Federal, 10 percent non-Federal in cash or kind.
STIPENDS	Some allowances are given, depending on program design.
PROGRAMS AND FACILITIES	CAP literacy projects usually operate outside the school system. Classes are conducted wherever it is convenient to the target population. Earmarked Sec. 211-3 funds went to 41 community action agencies and eight Opportunity Industrialization Centers.
ADMINISTRATION AND COORDINATION	OEO-CAP awards contracts, arranges for training allowance and monitors local projects. The local community action agency is the prime grantee, conducts the program, distributes allowances, if any, and provides required reports, except when there is a contract with a private agency such as OIC.
CHARACTERISTICS OF ENROLLEES	An estimated 50,000 persons received basic education in fiscal year 1967.
CHARACTERISTICS OF COURSES AND TEACHERS	Courses generally focus on adult literacy and English as a second language. There are three categories of teachers: 1) professionally qualified teachers; 2) teaching assistants (who outnumber teachers) whose formal education may be high school equivalency or completion; 3) tutors with no special educational background. There is training of the indigenous population to fill the last two categories.
COURSE OUTCOME	Referral for jobs and to other training programs are made.

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ADULT BASIC EDUCATION, OEO-CAP (continued)

PROGRAM MEASUREMENT	National office does not keep detailed records, because these are "local initiative" projects not nationally run. Contract studies of a number of these programs have been made by outside organizations. A new reporting system was instituted in early 1967.
RECOMMENDATIONS FOR IMPROVING ABE PROGRAMS	None made.

PROGRAM TITLE	ADULT EDUCATION PROGRAM, AMERICAN INDIANS (BUREAU OF INDIAN AFFAIRS)
ADMINISTERING AGENCY	U. S. Department of the Interior, Bureau of Indian Affairs, Community Service Division
LEGISLATIVE AUTHORIZATION	Public Law 67-85; 42 stat. 28; 25 U. S. Code 282; and subsequent legislation.
MAIN PURPOSE	To raise educational level of American Indian adults within the jurisdiction of the Bureau, as part of Bureau's overall effort which includes education, counseling, employment assistance, economic-industrial development, community services, housing, land resources and roads, social and health services.
TARGET POPULATION	Indians living on or adjacent to reservations. June 1962 estimates indicate 300,614 Indians and Alaskan natives living on reservations and an additional 66,565 classified as living adjacent to reservations, a total of 367,179 within the responsibility of the Bureau. Currently, about half are under 25 years of age. No further age breakdown is available.
FUNDING	Adult education funds allocated in fiscal 1967 totaled $806,224. A breakdown of expenditures as to teachers, equipment, etc., is not available. Allocations are made in lump sums to Area offices. Matching funds are not required.
STIPENDS	None given.
PROGRAMS AND FACILITIES	Programs are arranged through tribal councils. Facilities utilized include space and personnel of public schools, local government agencies, churches, hospitals and private industry, all on an optional basis. There were 40 education projects in 17 States in fiscal 1967: Arizona, Montana, New Mexico, South Dakota, Oklahoma, Alaska, Florida, North Dakota, North Carolina, Kansas, Nebraska, Wisconsin, Colorado, Wyoming, Idaho, Washington and Oregon. A training program for teachers has been instituted for fiscal 1968 at the University of Oklahoma.

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ADULT EDUCATION PROGRAM, AMERICAN INDIANS (BUREAU OF INDIAN AFFAIRS) (continued)

ADMINISTRATION AND COORDINATION	The Bureau itself conducts the adult education programs, as well as coordinating and utilizing community action agencies of OEO, VISTA Volunteers, U. S. Public Health Service, and U. S. Office of Education. The adult education program began in 1966.
CHARACTERISTICS OF ENROLLEES	A total of 25, 864 adults participated in BIA adult education in fiscal 1967, 12, 402 in formal classes and 13, 462 in informal classes. Additionally, 13, 661 individual case conferences (counseling) were held. Recruitment is conducted by personal contact and encouragement. Tests are not used for eligibility.
CHARACTERISTICS OF COURSES AND TEACHERS	Course content: child care, citizenship, consumer education, family relationships, health, high school completion, home economics, literacy, arts and crafts. Courses are open-ended. Classes are generally in the evening, and vary considerably as to frequency, length and size. Formal courses include eight sessions on how to write to children away from home, driver education, literacy and English as a second language. Packaged courses of instruction are used to some extent. There is also informal teaching, less structured than the classroom courses. Courses vary as to convenience of location. Public transportation is generally not available. There were approximately 50 teachers in the program.
COURSE OUTCOME	Not available, except for report that 144 passed GED tests in fiscal 1967. Many adult students are referred to employment.
PROGRAM MEASUREMENT	Annual adult education reports are obtained from the area and agency offices on a form which requests specific information on listed courses. The agency conducts program evaluations, and a follow-up of students.
RECOMMENDATIONS FOR IMPROVING ABE PROGRAMS	The BIA program needs sufficient funding to support a program of more adequate scope. Staff training in adult education is needed, including payment of training and travel funds. Non-BIA adult education programs and BIA should develop more cooperative efforts for Indian adult education.

PROGRAM TITLE	AIR FORCE HIGH SCHOOL PREPARATORY PROGRAM
ADMINISTERING AGENCY	U.S. Department of Defense, Department of the Air Force
LEGISLATIVE AUTHORITY	Department of Defense Appropriation Act of 1966, General Provision Section 621.
MAIN PURPOSE	To increase individual's effectiveness as a member of the Air Force; to enhance his Air Force career prospects; to assure that each individual leaves the Air Force better prepared to earn a livelihood in the civilian economy than when he entered.
TARGET POPULATION	Those airmen without high school degrees or high school equivalency.

FUNDING

	Estimate Fiscal 1967
Group study program on base	$ 800,000
Noninstructional Service, Testing and Counseling	500,000
	$1,300,000

STIPENDS	None given.
PROGRAMS AND FACILITIES	There are programs in every State where Air Force personnel is stationed and on every base. If adult education courses are available in public school they are used. Courses may be conducted in classes or by correspondence.
ADMINISTRATION AND COORDINATION	Every airman who lacks a high school degree or its equivalent must be tested within one month of his arrival on a base. His scores must be given to him personally, and the Education Service Officer must attempt to motivate him to achieve high school equivalency. Group study classes are set up if there are enough students. If there are not enough students to justify a class situation, individual study material and a quiet place to study are provided. USAFI pre-high school and high school level materials are generally used. Where there are adequate and accessible adult education

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AIR FORCE HIGH SCHOOL PREPARATORY PROGRAM (continued)

ADMINISTRATION AND COORDINATION

programs sponsored by local school boards, they may be utilized either on or off base.

After the individual airman has received a passing GED score he is personally advised that the USAFI Certificate of Completion does not constitute a high school diploma and is encouraged to get a diploma or certificate of equivalency from his State department of education. Requirements for these vary from state to state.

CHARACTERISTICS OF ENROLLEES

	Enrollment* Fiscal 1967
Civilian School Program	6,300
Group Study	27,000
	33,000

*These figures may include duplication, as an airman may be enrolled in more than one program.

Recruitment for these voluntary programs is by initial personal mandatory advisement; publicity; voluntary follow-up.

CHARACTERISTICS OF COURSES AND TEACHERS

Course content: Literacy and high school equivalency. Courses are both fixed and open-ended, and are usually given twice a week, in the evening. The size of classes vary. Manual, programmed instruction is used to some extent, but primarily packaged courses of instruction are used.

There are 850 teachers in the Group Study Program. The Air Force conducts some informal teacher training.

COURSE OUTCOME

Certificates are given for completion. In 1967, there were 11,153 GED completions.

PROGRAM MEASUREMENT

Evaluations of programs are made. It is a major part of the Education Service Officer's duty to follow up students who have either completed courses or dropped out.

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AIR FORCE HIGH SCHOOL PREPARATORY PROGRAM (continued)

RECOMMENDATIONS FOR IMPROVING ABE PROGRAMS	**Better guidance and counseling.** **USAFI books and curriculum materials should be revised and kept up to date.**

PROGRAM TITLE	CITIZENSHIP EDUCATION AND TRAINING PROGRAM
ADMINISTERING AGENCY	U.S. Department of Justice, Immigration and Naturalization Service.
LEGISLATIVE AUTHORIZATION	Sec. 332(b) - Act of June 27, 1952, Immigration and Nationality Act, 66 Stat 253 or 8 USC 1441(b).
MAIN PURPOSE	Promoting the instruction and training in citizenship responsibility of aliens who wish to become naturalized citizens of the United States and assisting them to meet the English language and other educational requirements for naturalization.
TARGET POPULATION	The program is specifically directed to immigrant resident aliens eligible for citizenship. In 1966, there were 3,088,133 permanent resident aliens.
FUNDING	Administrative allocation for printing textbooks during fiscal 1967 was $46,000, and the cost of preparing and mailing to the public schools names and addresses of newly arrived immigrants and naturalization applicants is estimated at $4,500 annually. Total cost of the program is estimated at $50,500.
STIPENDS	None given
PROGRAMS AND FACILITIES	Use of public schools (elementary or secondary schools, and institutions of higher education) is mandated. More than 121,000 copies of textbooks were furnished at no cost to the public schools. There are programs in 48 states and the District of Columbia and Puerto Rico. In fiscal 1967, there were approximately 6,000 naturalization classes given.
ADMINISTRATION AND COORDINATION	Public school authorities are in charge of class programs. There are also Immigration and Naturalization Service home study courses given under the direction of State universities and State educational authorities for those who cannot attend classes. The local school district staffs and supervises all citizenship classes. The Service provides the textbooks and assistance in setting up curriculum. Service officers cooperate fully with the educational, military and voluntary organizations in the establishment of citizenship classes at public schools and military installations. Liaison is maintained with the Office of Economic Opportunity in connection

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CITIZENSHIP EDUCATION AND TRAINING PROGRAM (continued)

	with its adult basic education and its urban and rural community action programs as a basis for directing aliens toward ultimate citizenship.
CHARACTERISTICS OF ENROLLEES	In fiscal 1967, there were 136,000 aliens attending citizenship courses. The method the Service uses for recruitment is very effective, if followed up by the local school district. Promptly upon the admission of an immigrant, the U.S. Immigration and Naturalization Service forwards to the public school the names and addresses of those old enough to profit by education, and they are extended an invitation to attend citizenship education classes. The school authorities are also sent names and addresses of resident aliens applying for naturalization.
CHARACTERISTICS OF COURSES AND TEACHERS	Course content: citizenship and literacy. The length of the course, its frequency, and size is set by the local school district, as are the teachers' qualifications.
COURSE OUTCOME	In 1967, 11,000 certificates of course completion were awarded. Of the 103,000 individuals who became citizens, 25,000 had attended naturalization classes.
PROGRAM MEASUREMENT	Evaluations are conducted in an informal manner. If an applicant for citizenship, having received a certificate of completion, does not pass his citizenship test, it is apparent that the course was ineffective. The Service will then communicate with the school giving the course.
RECOMMENDATIONS FOR IMPROVING ABE PROGRAMS	None made.

PROGRAM TITLE	COMMUNITY WORK AND TRAINING PROGRAM
ADMINISTERING AGENCY	U.S. Department of Health, Education, and Welfare, Social and Rehabilitation Service, Assistance Payments Administration, Office of Special Services.
LEGISLATIVE AUTHORIZATION	Social Security Act, Title IV, as amended by Section 409.
MAIN PURPOSE	To help the States develop and conduct community work and training programs to improve work skills and employability of persons over age 18 who are receiving aid to families with dependent children.
TARGET POPULATION	It is estimated that there are approximately 240,000 AFDC mothers and 60,000 AFDC-UP fathers who could benefit by such training.
FUNDING	Federal matching funds for fiscal 1967 totaled approximately $34,000,000. This included cash payments to participants and their dependents, social services for participants, vendor medical care, and administration of the Community Work and Training Program. The Federal, non-Federal matching ratio varies by States, based on matching for AFDC funds.
STIPENDS	Enrollees continue to receive public assistance plus training-related expenses. Duration not fixed.
PROGRAMS AND FACILITIES	Prior to inauguration of the EOA Title V program in December 1964, ten States had established SSA Title IV Community Work and Training Programs: California, Illinois, Kansas, Maryland, Michigan, Ohio, Oregon, Pennsylvania, Washington, and West Virginia. Since Title V began, two additional States, Colorado and Wisconsin, have developed CW&T.
ADMINISTRATION AND COORDINATION	This program is a part of State welfare plans in those States which have AFDC-UP laws, and is administered by the State department of welfare or by a local welfare agency under State supervision. States opting to conduct a Community Work and Training Program must prepare a State plan which is approved by the Federal agency. Legislation passed in December 1967 substantially altered the scope of this program.

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COMMUNITY WORK AND TRAINING PROGRAM (continued)

CHARACTERISTICS OF ENROLLEES	Composite data are not available. A survey, conducted during March, April and May of 1966 in the ten States initially participating, reported one out of every five participants had received adult basic education, and 7 percent had received high school equivalency education, States in which sizable proportions of participants received adult basic education were: West Virginia, with 45 percent of all its participants receiving ABE; Michigan, 24 percent; Illinois, 23 percent; Washington, 13 percent; and California, 12 percent. In May 1967 there were 15,300 program participants in the 12 States: 6,900 in West Virginia, 4,100 in California, and 1,900 in Ohio. The remaining nine States account for the other 2,400 participants.
CHARACTERISTICS OF COURSES AND TEACHERS	Not available.
COURSE OUTCOME	Only above sample study available.
PROGRAM MEASUREMENT	Not available.
RECOMMENDATIONS FOR IMPROVING PROGRAMS	See Work Experience and Training Program.

PROGRAM TITLE	CONCENTRATED EMPLOYMENT PROGRAM
ADMININSTERING AGENCY	U. S. Department of Labor, Manpower Administration
LEGISLATIVE AUTHORIZATION	None. Executive Decision, President's Report to Congress March 1967. (Based on Manpower Development and Training Act and Economic Opportunity Act.)
MAIN PURPOSE	Reaches out to most disadvantaged and provides full continuum of services in order to move persons to productive employment. Concentrated in 20 inner-city neighborhoods with high unemployment and two rural areas with severe and chronic unemployment.
TARGET POPULATION	Hard-core unemployed and disadvantaged in selected areas.
FUNDING	An estimated $100,000,000 to be received from MDTA and Economic Opportunity Act funds. Matching requirements depend on source of funds.
STIPENDS	Depend on source of funds.
PROGRAM AND FACILITIES	Program began in June 1967. No data available.
ADMINISTRATION AND COORDINATION	Administered by the Manpower Administration in the U. S. Department of Labor, who determines location of CEP projects, awards contracts, and through representatives of his office, provides overall monitoring of projects. When contracts are awarded to a local community action agency. OEO-CAP is responsible for the program and arranges for assistance from other agencies, and prepares reports. State and local employment service, as requested, recruits and screens applicants for training, provides counseling and testing services, and refers trainee applicant to job opportunities. The Office of Education provides services as in MDTA-coupled projects.
RECOMMENDATIONS FOR IMPROVING ABE PROGRAMS	None made.

PROGRAM TITLE	COOPERATIVE EXTENSION SERVICE
ADMINISTERING AGENCY	U.S. Department of Agriculture, Federal Extension Service
LEGISLATIVE AUTHORIZATION	Smith-Lever Act of 1914, as amended 1962; Agricultural Marketing Act of 1946
MAIN PURPOSE	Instruction and practical demonstration in subjects relating to agriculture and home economics.
TARGET POPULATION	Although the home economics program was geared originally for the farmer, his family and residents of rural areas, the program is serving an increasingly greater number of persons in urban areas. The program has been reoriented in part to better serve low-income families.
FUNDING	The Cooperative Extension Service is a three-way partnership: Federal, State and county governments share in financing, planning and conducting out-of-school educational programs to serve local needs. Federal funds appropriated in fiscal 1967 were $93,000,000. State and county funds were $135,000,000. Although the States are required to match the Federal funds, the State and county usually raise more than the required amount. Funds are allocated on a stipulated State allotment formula.
STIPENDS	None provided.
PROGRAMS AND FACILITIES	The Cooperative Extension Service functions in the 50 States, Puerto Rico, Virgin Islands, and Guam. Facilities of other agencies or institutions are utilized, including land grant colleges on a mandatory basis, and on an optional basis, private colleges or universities, elementary and secondary schools, local government agencies, churches, hospitals and private industry.

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COOPERATIVE EXTENSION SERVICE (continued)

ADMINISTRATION AND COORDINATION

Broad State plans for work are submitted for approval to the Department of Agriculture, but the States have considerable autonomy in program planning. The Federal Extension Service has a small professional staff; the State land grant universities also have professional staffs who provide technical assistance to the county and area staffs. The county extension staff is based in county seats throughout the country. It works directly with individuals and groups.

The Cooperative Extension Service cooperates with government agencies, community and civic groups, commercial companies and foundations. The home economics division of the Federal Extension Service has a list of about 250 agencies and organizations with whom they cooperate. Although this cooperation is informal the Cooperative Extension Service will on occasion have a formal contract with another Federal agency such as OEO, or with a local welfare department.

CHARACTERISTICS OF ENROLLEES

It is estimated that about 50 percent of the persons participating in CES programs have less than a 12th-grade education and 20 percent have less than an eight-grade education. Although rural people make up the primary audience, special programs are conducted for low-income people, and the trend is towards reaching urban and disadvantaged persons.

Recruitment is by TV, radio, letter, and door-to-door canvassing.

CHARACTERISTICS OF COURSES AND TEACHERS

Course content: child care, citizenship, consumer education, family relationships, health and home economics. On a State level, literacy programs are also included, usually in cooperation with the State land grant college and the State department of education.

The Extension Service staff of 15,000 consists primarily of individuals with a college degree. Paraprofessionals are beginning to be used. The agency does extensive training of volunteer staff. The service is beginning to use manual programmed instructions and packaged courses of instruction.

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COOPERATIVE EXTENSION SERVICE (continued)

COURSE OUTCOME	No records are available on a national level on the number of students completing programs. Figures may be available on a county level. Referrals are made for further education to other programs such as adult basic education or training courses under MDTA Referrals are also made to the Job Corps.
PROGRAM MEASUREMENT	The county staff reports on an annual basis to the State. The Federal Extension Service receives a statistical and narrative report from the States. Formal and informal evaluations are conducted.
RECOMMENDATIONS FOR IMPROVING ABE PROGRAMS	Additional funds are needed. The experience, techniques, and materials are readily available.

PROGRAM TITLE

CUBAN REFUGEE PROGRAM

ADMINISTERING AGENCY

U. S. Department of Health, Education, and Welfare, Social and Rehabilitation Service.

LEGISLATIVE AUTHORIZATION

P. L. 87-510 - Migration and Refugee Assistance Act of 1962.

MAIN PURPOSE

The total program is aimed at meeting the basic maintenance requirements and health needs of needy Cuban refugees, as well as meeting the extra expense of the Miami public schools because of the influx of large numbers of refugee children. Funds are also used to reimburse the Dade County Board of Public Instruction for its Cuban Refugee Adult Education Program. The aim of this program is to improve the verbal and employable skills of the refugees and to make them self-sufficient as quickly as possible and to facilitate their relocation.

TARGET POPULATION

Those adult Cuban refugees who left Cuba on or after January 1, 1959, residing in Dade County (Miami), Florida who are in need of education in English as a second language and/or vocational training.

FUNDING

The total budget of the program was $47,500,000 in fiscal 1967. Of this, $1,049,000 was spent for adult education, by contract with the Dade County Board of Public Instruction for reimbursement of costs. Funding arrangement is unusual. Allotments for each semester are based on the estimated number of English class hours, shop class hours and registrations. Reimbursement is set on a cost per student hour basis.

$ .48	per hour for English classes
.60	per hour for shop classes - with exceptions
.90	per hour - commercial trade servicing
.90	per hour - computer trainee
$ .70	per hour - child care (nursery)
.90	per hour - upholstery
1.50	per hour - welding
2.00	per registration (administrative processing)

Federal funds are used to purchase equipment and pay teachers' salaries. Dade County Board of Public Instruction provides classroom space, materials, facilities and administrative services, as well as all other resources of their education department.

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CUBAN REFUGEE PROGRAM (continued)

STIPENDS	Pupils do not receive allowances, however there are approximately 150 enrolled women who are receiving allowances through welfare grants, based on the judgment that these recipients have the potential for self-sufficiency through employment.
PROGRAMS AND FACILITIES	The primary site is the administrative office of the Cuban Refugee Adult Education Program in Miami, Florida. There are also 17 programs in outlying areas where Cubans live, which are held in schools, churches, apartments, etc.
ADMINISTRATION AND COORDINATION	The local sponsoring agency is the Dade County Board of Public Instruction. All programs in the Cuban Refugee Adult Education Program are conceived, planned and implemented by contractual arrangement between this agency and the U. S. Department of Health, Education, and Welfare. HEW does not require any formal relationship with the Florida State Department of Education for this problem.
CHARACTERISTICS OF ENROLLEES	There are approximately 5,000 enrollees concentrated mainly in English classes, and approximately 400-500 in shop courses. Recruitment is carried out primarily by word of mouth as well as referrals from the Cuban Refugee Center, the Centro Hispano (school), churches, and by flyer distribution in stores in Cuban neighborhoods.
CHARACTERISTICS OF COURSES AND TEACHERS	Basic components of program are English and shop courses. English courses are on beginning, intermediate and advanced levels. Basic technique of instruction is audio-visual, to facilitate verbal communication. More advanced courses give more written and reading assignments. A special English program exists for educated Spanish-speaking professionals who may qualify for teaching posts after their English is improved. Shop courses have a wide scope. These are institutionally designed and of short duration. Shop selection is based on the registrants' expressed interest. There is a waiting list for some courses.

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CUBAN REFUGEE PROGRAM (continued)

	At the main site, English courses are available from 9:00 a.m. - 10:00 p.m., Monday through Friday, at 2 1/2 hours per session. Attendance five days per week is mandatory. In the 17 outlying sections courses are offered in the evening, Monday through Friday. These courses are given in three-hour sessions, two evenings per week.
COURSE OUTCOME	All successful graduates of courses are referred back to the Cuban Refugee Center for placement. Demands for graduates of commercial sewing classes are so great that all graduates are easily placed. Miami garment industry absorbs so many of these that the relocation efforts of the program are defeated. The Miami market also absorbs many of the women who complete the child-care course. They are employed in nurseries, church schools, and day-care programs. There is very little evidence that any of the Cubans make their way into any other federally funded training programs.
PROGRAM MEASUREMENT	Data not available.
RECOMMENDATIONS FOR IMPROVING ABE PROGRAMS	None stated.

PROGRAM TITLE	EDUCATIONAL THERAPY, VETERANS ADMINISTRATION
ADMINISTERING AGENCY	Veterans Administration, Physical Medicine Rehabilitation Service, Department of Medicine and Surgery.
LEGISLATIVE AUTHORIZATION	Veterans Administration, P.L. 85-857, September 2, 1958 (U.S. Code, Title 38, Ch. 17). Physical Medicine Rehabilitation Service program is defined in DM and S Manual M-2 Part VIII.
MAIN PURPOSE	The Veterans Administration's Department of Medicine and Surgery is established for the medical evaluation and treatment of eligible veterans. Educational therapy is one of the treatment methods available in PMRS to which veterans are assigned by medical prescription.
TARGET POPULATION	The patient population in veterans' hospitals who have less than high school education.
FUNDING	No figure available on the amount spent for educational therapy.
STIPENDS	None given.
PROGRAMS AND FACILITIES	During hospitalization a patient may be assigned to educational therapy as indicated medically and defined by the patient's physician. The program includes literacy training as well as preparation for high school equivalency certification, and administration of the GED test. Educational therapy specialists and classroom facilities are available for the conduct of this program.
ADMINISTRATION AND COORDINATION	Program is an integral part of PMRS within each VA installation and nationally.
CHARACTERISTICS OF ENROLLEES	Not available.
CHARACTERISTICS OF COURSES AND TEACHERS	Not available.

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EDUCATIONAL THERAPY, VETERANS ADMINISTRATION (continued)

COURSE OUTCOME	Nine hundred and ten in this program passed their GED examinations in calendar year 1965 and 1,016 in calendar year 1966.
PROGRAM MEASUREMENT	Not available.
RECOMMENDATIONS FOR IMPROVING ABE PROGRAMS	None stated.

PROGRAM TITLE	EDUCATIONAL AND VOCATIONAL TRAINING FOR FEDERAL PRISONERS
ADMINISTERING AGENCY	U.S. Department of Justice, Bureau of Prisons
LEGISLATIVE AUTHORIZATION	Basic laws governing operation of the Bureau of Prisons Title 18 USC Sections 4001-5, 4007-9, 4041-2, 4082, 4086, 5011-13-34, Prisoner Rehabilitation Act, 1965.
MAIN PURPOSE	To prepare Federal prisoners for successful re-entry into society through education and vocational training.
TARGET POPULATION	20,156 Federal prisoners.
FUNDING	Total Federal funds appropriation in fiscal 1967 for the Bureau of Prisons was $68,700,000, of which $2,169,812 was spent on adult basic education. General administration was about $250,000 and the balance of $1,919,812 was spent on teachers' salaries.
STIPENDS	None given.
PROGRAMS AND FACILITIES	There are programs in 25 institutions in 19 States. The facilities used are prison facilities, but under the new work-study program instituted under the Prisoner Rehabilitation Act of 1965 a prisoner may be permitted to take special courses outside the institution in a school or college which has facilities or courses which the Bureau of Prisons cannot provide for economic or other reasons, but which are considered helpful for the prisoner.
ADMINISTRATION AND COORDINATION	The program is directed by the Bureau of Prisons, which hires the teachers and does the actual training. There is coordination between State departments of education, State vocational rehabilitation administrations which send counselors into the prisons (under the new Vocational Rehabilitation Regulations) and the Bureau of Indian Affairs which helps finance the cost of education for Indian prisoners.

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EDUCATIONAL AND VOCATIONAL TRAINING FOR FEDERAL PRISONERS (continued)

CHARACTERISTICS OF ENROLLEES	During fiscal 1967 there were 12,000 participants in the program. Range in age was 18-80. Participation for adults is voluntary; literacy training for youth is compulsory. Counselors and caseworkers advise prisoners of availability of courses. Standardized tests are used for achievement.
CHARACTERISTICS OF COURSES AND TEACHERS	Course content: literacy and high school completion constitute the bulk of the courses. Consumer and family relationship courses are also included, in a small degree. Teachers must have a college degree. Some have elementary or secondary certification, but it is not necessary; some have adult education certificates. Inmate teachers, who are trained and supervised by the regular teaching staff, are used in penitentiaries only where a small staff is employed. There are 200 full- and part-time teachers in the adult basic education program. Classes meet daily in the daytime. They are usually open-ended and are one hour per subject, or on the module schedule. The size of class is usually 12-15. Manual programmed instruction is used as are some packaged courses of instruction.
COURSE OUTCOME	Written tests are given to evaluate achievement. Certificates are given for high school equivalency, but not for literacy. Over 1,000 GED's were given in 1967.
PROGRAM MEASUREMENT	Semi-annual reports are received from the institutions. Budget reports also include statistical data. Evaluation of programs and personnel are made by central officers. A follow-up of students is made by U.S. probation officers.
RECOMMENDATIONS FOR IMPROVING ABE PROGRAMS	1. Upgrading teaching skills. 2. Development of new materials and technique for teaching of adults.

PROGRAM TITLE	EMPLOYMENT ASSISTANCE PROGRAM (BUREAU OF INDIAN AFFAIRS)
ADMINISTERING AGENCY	U.S. Department of Interior, Bureau of Indian Affairs, Community Services Division.
LEGISLATIVE AUTHORIZATION	Public Law 88-230; 25 U.S. Code 309; and subsequent legislation.
MAIN PURPOSE	Vocational training, job placement services and financial aid in relocating Indians, and their families, who elect to leave the reservations.
TARGET POPULATION	Indians living on or adjacent to reservations. BIA estimates indicate as of June 1962 300,614 Indian and Alaskan natives were living on reservations and an additional 66,565 were classified as living adjacent to reservations; a total of 367,179 falling within the responsibilities of the Bureau. Currently about half are under age 25. No further age breakdown is available.
FUNDING	The Employment Assistance Program includes vocational education, cost of relocation and direct employment assistance. Four pilot programs which will include adult basic education in their programs were begun in fiscal 1967 on a pilot basis. These projects were allocated about $5 million. No matching is required.
STIPENDS	None.
PROGRAMS AND FACILITIES	The four programs are located at Modero, California; Choctaw, Mississippi; Missoula, Montana; and at Roswell, New Mexico. Planned combinations of facilities are provided where adults without spouses can bring their children. The programs are residential and include adult basic education as an integral part, as well as knowledge of the world of work for which they are being prepared. It is estimated that ABE would constitute about 10 percent of classroom time.
ADMINISTRATION AND COORDINATION	The agency itself conducts this education program, which is integrated with its employment assistance aspect.

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EMPLOYMENT ASSISTANCE PROGRAM (BUREAU OF INDIAN AFFAIRS) (continued)

CHARACTERISTICS OF ENROLLEES	Total enrollment is set for 746 adults, of whom 358 are single, 384 are couples, and four are adults without spouses bringing their children with them.
CHARACTERISTICS OF COURSES AND TEACHERS	Modero and Roswell are to have four teachers each specifically for the ABE aspect.
COURSE OUTCOME	No data as yet, as the four programs are new.
PROGRAM MEASUREMENT	The employment assistance program keeps records of program output received from the field. The four pilot projects are to be carefully assessed as to results with the particular segment of the population included, and as to results of the pilot methods.
RECOMMENDATIONS FOR IMPROVING ABE PROGRAMS	None.

PROGRAM TITLE	GRANTS FOR COMMUNITY PLANNING, SERVICES AND TRAINING (OLDER PERSONS)
ADMINISTERING AGENCY	U.S. Department of Health, Education, and Welfare, Social and Rehabilitation Service, Administration on Aging.
LEGISLATIVE AUTHORIZATION	Older Americans Act of 1965, Title III: Grants for Community Planning, Services and Training.
MAIN PURPOSE	To assist State and local agencies and to see that the services and opportunities they seek for the elderly reach them in their own communities.
TARGET POPULATION	All older persons (undefined).
FUNDING	The Federal Government may pay up to 75 percent of the cost of a project the first year, 60 percent the second year, and 50 percent the third year. There is a specified State allotment. For the fiscal years 1966 and 1967 the combined Federal funds appropriated were $11,000,000. It is estimated that $704,000 of this was spent for adult basic education.
STIPENDS	None given.
PROGRAMS AND FACILITIES	Since January 1966 there have been 637 programs funded in 44 States. Approximately 110 of these programs were concerned with education, although primarily in an informal way. Public and private nonprofit organizations and agencies are the direct operators of the program. All kinds of nongovernmental facilities are used, including churches, hospitals, private industry, store fronts, as well as public and private schools.
ADMINISTRATION AND COORDINATION	Each State participating must draw up a State plan and designate a State agency for administering (or supervising) the State plan.
CHARACTERISTICS OF ENROLLEES	Although the programs are geared to older persons of all social and economic backgrounds, there are certain individual projects directed at meeting the needs of special groups such as the handicapped or those needing training or retraining. The total number of participants in classes classified as educational is not available.

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GRANTS FOR COMMUNITY PLANNING, SERVICES AND TRAINING (OLDER PERSONS)--(continued)

CHARACTERISTICS OF COURSES AND TEACHERS	Course content: Citizenship, consumer education, health and nutrition. Training for volunteer service is also included. Course duration may range from one-day seminars to full-time training, five days a week for extended periods of time. No tests are prescribed by the administering agency to evaluate achievement. Availability of public transportation is considered in planning.
COURSE OUTCOME	Not available.
PROGRAM MEASUREMENT	Every Title III project is subject to ongoing assessment by the State agency for both program content and fiscal responsibility. Basic project data are transmitted by the State agency to the Administration on Aging for long-range planning.
RECOMMENDATIONS FOR IMPROVING ABE PROGRAM	Community agencies and organizations which are responsive to the needs of older persons would undoubtedly find it extremely helpful if "packaged" educational program materials could be developed and widely distributed at low cost. The courses could be directed by older persons chosen for their sensitivity in teaching and leading discussions in informal settings. A varied selection of curricula would make it unnecessary for community organizations to spend a great deal of time to develop their own programs, or to develop less than adequate programs in ABE.

PROGRAM TITLE	INDIAN TRAINING PROGRAM, OEO
ADMINISTERING AGENCY	Office of Economic Opportunity, Community Action Programs, Special Field Programs, Indian Division.
LEGISLATIVE AUTHORIZATION	Economic Opportunity Act of 1964 as amended, Title IIA, General Community Action Programs.
MAIN PURPOSE	Because of the special relationship between Indian reservation residents and the Federal Government, and the extreme depths of poverty on reservations, special arrangements were made so that effective community action programs could be established on Federal Indian reservations. The emphasis, as in all CAP programs, was to be on improving the future of children, strengthening home and family life, and upgrading the educational and health levels of the community with emphasis on remedial and prevocational education.
TARGET POPULATION	Indians on Federal reservations, unemployed, poor or educationally disadvantaged.
FUNDING	The fiscal 1967 allocation to the Indian community action programs from Section 205 was $11,500,000 for training and other activities, such as home building. It is estimated that $745,717 of this was spent on adult basic education. Matching funds of 10 percent are required.
STIPENDS	In some cases allowances are given.
PROGRAMS AND FACILITIES	Programs are located essentially in three regions of the country: Upper Great Plains, comprised of seven States; Southwest, four States; and Northwest, seven States. Some, following reservation lines, cross State boundaries. The educational aspects are almost always subcontracted to Indian school authorities. In fiscal 1967, 14 of the Indian community action programs included adult basic education, a slight increase over the 11 out of the 60 which included ABE during fiscal 1966.*

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* Indian Opportunities, A Summary of Indian Participation in OEO Programs, compiled by the University Consortium (Arizona State, Utah, South Dakota).

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INDIAN TRAINING PROGRAM, OEO (continued)

ADMINISTRATION AND COORDINATION	Indian Division of the Office of Special Field Programs in OEO awards a contract to the tribal council on the Indian reservation which acts as the community action agency, arranges job training and home building but delegates to the Indian school authorities the remedial and other institutional training. There are three technicians at the national level to give assistance in the field. There is also a contract in effect with the University of South Dakota, Arizona State and the University of Utah. They assist in training CAP personnel and give advice. All projects, while developed at the tribal level with the assistance of national office technicians, are sent to the national office for approval. There is coordination with the Bureau of Indian Affairs, the Department of the Interior, and some contacts with the State Employment Service at local level.
CHARACTERISTICS OF ENROLLEES	In fiscal 1967, 19,402 trainees received adult basic education. About 15 percent of the participants are non-Indian. Tribal councils sign nondiscriminatory statements. Recruitment is done by tribal councils.
CHARACTERISTICS OF COURSES AND TEACHERS	Course content: home economics, literacy, high school completion. An effort is made to make the classes convenient to the population in these often sparsely settled, large areas. In fiscal 1967, there were 100 professional and 264 nonprofessional teachers in 14 CAP projects. Overall, the Division stated, 30 percent of the employees in the Indian CAP programs are Indians; but 95 percent of the professionally trained teachers are non-Indian.
COURSE OUTCOME	Not available.
PROGRAM MEASUREMENT	Monthly expenditure, progress and narrative reports are required in the CAP program.
RECOMMENDATIONS FOR IMPROVING ABE PROGRAMS	None given.

PROGRAM TITLE	**JOB CORPS**
ADMINISTERING AGENCY	Office of Economic Opportunity
LEGISLATIVE AUTHORIZATION	Economic Opportunity Act of 1964, as amended, Title I, Part A - Job Corps.
MAIN PURPOSE	To provide young men and women aged 16 through 21 with the skills necessary to become useful adult members of society. Through education, vocational training and work experience, the Job Corps graduate is prepared to obtain and keep a job, to continue his education or to enlist in the Armed Forces.
TARGET POPULATION	Youth who are school dropouts, are educationally retarded at time of dropout, lack employment skills and opportunity, fail to qualify for military service, have inadequate medical care, come from substandard areas or broken homes, and have not adjusted adequately to the school or community.
FUNDING	The total program appropriation for fiscal 1967 was $211,000,000. Of this, it is estimated $98,800,000 was the portion expended on those of age 18 and over, 47 percent of the enrollees being in this age group. The appropriation sum included 3 percent for overhead funds. Breakdown of the over-18 expenditures was: staff, $47.9 million (48.5 percent); operations and maintenance, $25.2 million (25.6 percent); pupil stipends and allowances, $219 million (22.1 percent); equipment and books, $3.8 million (3.8 percent). Information on the amount spent on basic education is not available.
STIPENDS	Enrollees receive room and board, medical and dental care, work clothing, a minimal allowance to be used toward purchase of dress clothing, and a monthly living allowance of $30. In addition, on leaving, each enrollee receives a readjustment allowance of $50 for each month of satisfactory Job Corps service. An enrollee may allot up to $25 per month of his readjustment allowance to a qualified dependent, in which case Job Corps will match the sum allotted to the dependent with an equal amount.
PROGRAMS AND FACILITIES	There are three types of centers: Conservation Centers located in national parks and forests, accommodating 100 to 250 enrollees who perform conservation work under supervision of national and State agencies--91 as of July 1, 1967; Urban Centers for

(continued next page)

men, located on unused military bases and other facilities near urban areas, accommodating 1,000 to 3,000 enrollees, offering intensive and specialized vocational training, operated under contract with business organizations, universities and educational and social service agencies. There are 10 Urban Centers for men. The 18 Urban Centers for women accommodate 250 to 1,000 enrollees. There are four Demonstration Centers for men and women with 960 spaces; some of these centers have included nonresidential participants. Centers are distributed across the country, and enrollees are assigned to centers nearest their places of residence. The average distance between an enrollee and his home as of January 1967 was 855 miles.

The facilities include deactivated military bases revitalized for Job Corps use, renovated hospitals and hotels, as well as YWCA's. Many Conservation Centers are former CCC facilities. State approval is required before the establishment of any Corps camp or center.

ADMINISTRATION AND COORDINATION

Contracts are awarded at the national level to a sponsor, who may be either a Federal or State agency, or a private contractor. The Job Corps develops criteria to recruit enrollees, provides for payment of allowances, monitors and evaluates progress. The sponsor arranges and conducts vocational training and basic education, and is responsible for the operation of the center. The local employment office recruits and participates in screening of Job Corps applicants. It endeavors to place Job Corps graduates in competitive employment. The WICS--Women in Community Service--recruits for women's centers.

CHARACTERISTICS OF ENROLLEES

As of June 30, 1967, enrollment in the various types of centers was 42,032 or 98 percent of the 43,059 capacity. This included enrollment in the men's Conservation Centers, 15,897; men's Urban Centers, 16,177; men's Demonstration Centers, 424; women's Urban Centers, 9,486; women's Demonstration Centers, 48. Total number of participants during the year was 99,161 of which 70,688 were new. About half of these enrollees, 47 percent in fiscal 1967, were of age 18 and over compared to 53 percent in fiscal 1966.

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JOB CORPS (continued)

The number of students studying at each grade level is estimated at: grades 0-5 - 20,000; grades 6-8 - 16,000; grades 9-12 - 4,000.

The typical enrollee is characterized in the following profile: male, 77 percent - female 23 percent; education, male - 8.8 years of school, female - 9.8; reading level, male - 4.6, female - 6.2; and mathematics level, male - 4.8, female - 5.5; from broken homes, 60 percent; from household in which head is unemployed, 63 percent; family receiving public assistance, 39 percent. Of those eligible for the Armed Forces, 47 percent had failed the Armed Forces Qualification Test, 30 percent for educational reasons, 17 percent for physical reasons.

Recruitment is performed by U.S. Employment Service, Women in Community Service, CAP agencies, Offices of the AFL-CIO Appalachian Council, YWCA's, State technical assistance panels of the Department of Agriculture, and the Urban League. One thousand one hundred and fifty Neighborhood Youth Corps youths have been referred to Job Corps.

CHARACTERISTICS OF COURSES AND TEACHERS

Course content: child care, citizenship, consumer education, family relationships, health education, high school completion, home economics, and literacy, as well as "world of work." Programmed instruction, manuals and "packaged" courses are widely used. Classes in adult education, particularly adult basic, vary greatly in length, timing and frequency, depending upon need.

Teacher-pupil ratio in the courses is about 1:10.

Teacher characteristics for the entire teacher rolls are not available. A study of a sample of the staff* indicates that of the "contact" staff, 69 percent of those at the Conservation Centers, 90 percent of men's Urban Center staff and 93 percent of women's Urban Center staff had at least some college training. For the approximately 2,600 Job Corps teachers, it is estimated that 95 percent have college degrees. Paraprofessionals are also utilized; some 250 former corpsmen who were given a six-month preparatory training course serve as teachers, counselors, or recreational aides.

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* A & R Reports #6, Evaluation and Research Branch, Plans and Evaluation Division, Job Corps, August 1967.

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JOB CORPS (continued)

COURSE OUTCOME	For each 10 months in the Job Corps, the average Corps member gained 1. 5 grade levels in reading, and 1. 8 in math, as against 0. 6 in each prior to entry in the Corps. Follow-up shows that 70 percent of former Corps members (those in the Corps 30 days or more) will have a job, be in school, or in military service six months after leaving Job Corps. However, length of stay, though improved from fiscal 1966 to fiscal 1967--in fiscal 1967 22 percent stayed less than 30 days as against 33 percent the previous year and 34 percent stayed longer than 6 months compared to 17 percent the previous year--continues to be a problem in the effort to maximize educational gain.
PROGRAM MEASUREMENT	The Job Corps does seek to measure and evaluate. Center management and cost reports are obtained monthly, and monthly reviews are made. A new Job Corps information system will measure input profile as well as math, reading, vocational and social development gains. Standardized achievement testing (Stanford, GATB, etc.) is used, as are a number of diagnostic and achievement tests developed by the Job Corps. Upon termination, follow-up of enrollees is made by State Employment Service offices. Job Corps also keeps records and conducts follow-up surveys to obtain information on placement and hourly wages.
RECOMMENDATIONS FOR IMPROVING ABE PROGRAMS	None stated.

PROGRAM TITLE	MANPOWER DEVELOPMENT AND TRAINING
ADMINISTERING AGENCY	U. S. Department of Labor, in cooperation with the U.S. Department of Health, Education, and Welfare, Office of Education, Division of Manpower Development and Training, and U.S. Department of Commerce, Economic Development Agency.
LEGISLATIVE AUTHORIZATION	Manpower Development and Training Act, P.L. 87-415, March 15, 1962, 76 Stat. 24-33, as amended. Specific adult education subprogram references: (a) Institutional training, Title II Section 231; (b) Coupled On-the-Job Training, Title II Section 204c, augmented by Section 202j; (c) Redevelopment Area Resident program, Title II Section 241; (d) Experimental and Demonstration projects. Title I Section 102(6).
MAIN PURPOSE	To provide skill training or retraining for unemployed or underemployed persons who cannot otherwise find appropriate and available employment; and basic education, communications skills and prevocational training, as required by the need of trainee.
TARGET POPULATION	The unemployed or underemployed age 17 or over, with specific reference to the disadvantaged population, administratively defined as long-term unemployed or underemployed, with one or more of the following characteristics: educationally deficient; handicapped by physical, mental, or emotional disability; inmate of correctional institution; military rejectee, failed to pass Armed Forces Qualification Test; minority group member; older worker, over 45; below poverty level, in terms of annual net family income level. In fiscal 1967, the following training goals were set. Approximately 65 percent of training opportunities were to be focused on disadvantaged workers, including 25 percent for disadvantaged youth in special youth projects. The remaining 35 percent of training slots were to be used to combat skill shortages. Over 14 percent of the disadvantaged trainees were to be welfare recipients and about 15 percent were to be Neighborhood Youth Corps graduates. Not less than 75 percent of all disadvantaged were to have less than a high school education.*

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* Interagency Cooperative Issuance No. 3 - Attachment II, April 3, 1967.

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MANPOWER DEVELOPMENT AND TRAINING (continued)

FUNDING

Funding of ongoing programs is of three basic types:

1. Apportionment to the States, from 80 percent of the total funds available under Title II, Parts A and B. Allotment is in accordance with the proportion of five specific factors within each State, relative to all of the States: labor force, unemployed, lack of appropriate full-time employment, insured unemployed, and average weekly unemployed compensation benefits.

2. The remaining 20 percent of IIA and B may be expended by the Secretaries of Labor and of Health, Education, and Welfare, and, as necessary and appropriate to carry out the purposes of the Act.*

3. In addition, there are special Experimental and Demonstration funds made available directly from the Federal level.

States or local communities which participate in Institutional programs must match Federal funds with 10 percent in cash or kind. Funds appropriated under MDTA remain available for one fiscal year beyond that year in which they were appropriated.

In fiscal 1967 $390 million was appropriated, of which $347 million was to be used for programs as follows:

1)	Institutional MDTA	$231,445,000
2)	OJT-Coupled	89,817,000
3)	OJT	25,721,000

It was estimated in the fiscal 1967 program design that of the total budget, $35,770,000 would be used for basic education programs in institutional and coupled programs for youth and disadvantaged adults, plus $50,708,000 for allowance to persons participating in the basic education program. Of the fiscal 1967 funds $129.8 million was expended in 1967.

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* The Department of Commerce participates in allocation decisions related to funds earmarked under Sec. 241 of the MDTA for training in designated in unusually deprived areas.

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MANPOWER DEVELOPMENT AND TRAINING (continued)

However, there were carry-over funds from 1966, and 1967 money committed for projects which were to continue into fiscal 1968. In terms of expenditures, it is estimated that $41 million was spent for basic education for those over 18 in fiscal 1967 exclusive of allowances.

In addition to the funds for the ongoing MDTA programs, $15 million was appropriated for Experimental and Demonstration Projects. Of this amount roughly $1.6 million was used for adult basic education.

STIPENDS

Trainees receive basic allowances equal to State's average weekly unemployment compensation payment. There are extras for dependents, transportation, and subsistence for away-from-home training. Youth other than NYC completers receive $20 per week.

PROGRAMS AND FACILITIES

MDTA projects were operated during the year in all 50 States, the District of Columbia, Puerto Rico, the Virgin Islands, and Guam.

Facilities utilized include elementary and secondary schools, public and private colleges and universities, and various nongovernmental settings, including private industry. How many of the projects included ABE is not known.

Of some 295 local RAR (unusually depressed areas designated by the Department of Commerce) programs in effect, six had a large basic education component.

At least 19 projects funded in fiscal 1967 by E and D included adult basic education.

ADMINISTRATION AND COORDINATION

The Secretary of Labor is responsible for the administration of the program and specifically for identifying specific occupational needs of the economy, both nationally and locally, for which training and retraining should be planned.

The Secretary of Health, Education, and Welfare is responsible for approving curriculum and carrying out the Institutional program through delegation of authority to State departments of education (usually vocational education).

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This cooperative arrangement makes it mandatory for the State employment services and educational agencies in a State, both local and State, to cooperate closely. On the basis of training needs as determined by a local employment service, the designated educational agency will plan curriculum. The training and curriculum must be approved by the appropriate State and Federal agencies.

In addition, the Department of Commerce in cooperation with the Departments of Labor, and Health, Education, and Welfare may designate certain economic redevelopment areas for programs.

The State education agency designates the prime grantee to carry on the program in the local community. This is usually a public school, e. g., a school district, vocational high school or community college. The employment service is responsible for referring applicants for training.

The Secretary of Labor, in cooperation with HEW and using the 20 percent of funds not allocated to States may approve projects to be administered by the local community. In such cases the local community must provide matching funds for institutional costs.

CHARACTERISTICS OF ENROLLEES

During fiscal 1967, there were an estimated 46,400* basic education trainees enrolled in MDTA programs. For the same period there were an estimated 274,000 trainees enrolled in all MDTA programs. Although there was an increasing emphasis on basic education in fiscal 1967, only one in five trainees under MDTA programs received this training.

The trainees showed the following characteristics:

(a) educational level previously attained: less than eighth grade, 12 percent; eighth grade, 14 percent; ninth-eleventh grade, 45 percent; twelfth grade, 27 percent; over twelfth grade, 2 percent

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* Does not include enrollees in a number of on-the-job training projects which incorporate basic education components, usually part of a Community Contract with such agencies as the Urban League, Workers Defense League, State Apprenticeship Council.

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(b) sex: women constituted 42.5 percent of trainees.

(c) age: under 19, 24 percent; 19-21, 29 percent; 22-44, 38 percent; 45 and over, 9 percent.

CHARACTERISTICS OF COURSES AND TEACHERS

Courses vary from community to community depending upon the skill training undertaken and the characteristics of trainees. They may include basic education and high school equivalency training, as well as child care, citizenship, consumer education, etc. Teaching of basic education is most frequently related to the skill in which the trainee is engaged, e.g., a building maintenance trainee would learn words related to cleaning materials, tools and processes.

Classes are most frequently given during the day but may include evenings. The length of the course and the teacher-pupil ratio vary according to the skill for which training is provided.

There are no data on the characteristics of teachers, but it is estimated that at least 90 percent are certified.

COURSE OUTCOME

An estimated 60 percent complete occupational training courses which are usually 20 or 36 weeks. Data on progress in the ABE component are not available. Trainees are referred for further training or for employment. Certificates are given at the option of the school.

PROGRAM MEASUREMENT

Program evaluations and follow-ups of trainees (completers and dropouts) are conducted by the Bureau of Employment Security, Department of Labor. State vocational education agencies evaluate local programs. Nationally funded programs, such as E and D, and RAR, provide for training plans and progress reports from prime contractors.

RECOMMENDATIONS FOR IMPROVING ABE PROGRAMS

Develop curriculum materials: (a) appropriate to the socio-economic and cultural backgrounds of the trainees, and (b) directed toward developing vocabulary and knowledge appropriate to the world of work.

Develop improved measurement of the time needed and the most effective methods for moving trainees from one grade level to another in the basic education skills.

PROGRAM TITLE	MIGRANT AND SEASONAL FARM WORKERS PROGRAM
ADMINISTERING AGENCY	Office of Economic Opportunity, Community Action Program, Special Field Programs.
LEGISLATIVE AUTHORIZATION	Economic Opportunity Act of 1964, as amended, Title III, Special Programs to Combat Poverty in Rural Areas, Part B - Assistance for Migrant and Other Seasonally Employed Agricultural Employees and Their Families.
MAIN PURPOSE	Program includes loans, loan guarantees and grants to assist State and local agencies, private nonprofit institutions and cooperatives in meeting the needs of target population as to housing, sanitation, education, and day care of children.
TARGET POPULATION	Those of the migrant and seasonal farm labor population who have "special needs." The total number is estimated at 7-1/2 million adults and children, of whom 400,000 are migrant workers and 1.5 million are seasonal farm workers.
FUNDING	During fiscal 1967, $33,000,000 was authorized for this program, of which $17,000,000 was used for adult education and other training. Information on the amount spent for adult basic education is not available. Matching funds are not required in this program.
STIPENDS	A stipend is given to the head of the family and varies according to size of family and geographical area. Participants are selected by committees of migrant workers to receive allowances. There are about 20,000 nonstipended and 8,000 stipended students in the basic education programs.
PROGRAMS AND FACILITIES	In fiscal 1967, there were migrant programs in 37 States. The program is largely concentrated in three States where the majority of the migrant and seasonal farm workers reside: California, Texas, and Florida. Analysis of data of a study conducted in February 1967 reveals that there were adult basic education aspects in a total of 42 projects in 27 States, 33 of which were stipended; eight additional projects had other adult education components, exclusive of vocational education. The projects differ considerably from each other as to emphasis, depending upon local agency focus and upon needs primary in any particular locality. A wide variety of public and private facilities are used.

MIGRANT AND SEASONAL FARM WORKERS PROGRAM (continued)

ADMINISTRATION AND COORDINATION	Contracts are awarded directly to local sponsors by OEO, Migrant Division. These may be State or local government agencies or private nonprofit groups. The Federal OEO office is responsible for monitoring.
CHARACTERISTICS OF ENROLLEES	Approximately 28,000 received adult education during fiscal 1967. Although there is a clear focus upon basic literacy education for illiterates and non-English-speaking individuals, prevocational and vocational training are also included in this figure in an indistinguishable mixture. Local projects recruit, using newspapers and radio, in Spanish where indicated.
CHARACTERISTICS OF COURSES AND TEACHERS	Course content: homemaking, literacy, mathematics, citizenship, remedial education, consumer education, child care, as well as prevocational and vocational education. Courses vary in length from project to project, from brief evening sessions to more extended day courses.
COURSE OUTCOME	None available.
PROGRAM MEASUREMENT	In July 1967 there were no data available.
RECOMMENDATIONS FOR IMPROVING ABE PROGRAMS	None stated.

PROGRAM TITLE	NEIGHBORHOOD YOUTH CORPS
ADMINISTERING AGENCY	U.S. Department of Labor, Bureau of Work Programs
LEGISLATIVE AUTHORIZATION	Economic Opportunity Act of 1964 as amended, Title I, Part B.
MAIN PURPOSE	1. To provide part-time employment and on-the-job training for students from low-income families in need of earnings to stay in school. 2. To provide out-of-school youth useful work experience and on-the-job training combined with educational assistance, including basic literacy and occupational training for individuals aged 16 to 21.
TARGET POPULATION	Out-of-school programs: Youths 16 to 21 -- school dropouts from families with annual incomes below the poverty line -- estimated at 2,485,000 for fiscal 1969.*
FUNDING	Total agency appropriation for fiscal 1967 was $362,600,000. Estimate for the out-of-school programs is $160,900,000. The estimated amount spent for basic education for those over 18 years of age is $666,000. The Federal Government is authorized to pay up to 90 percent of the cost of each program. The local share of 10 percent may be in cash or kind. All funds are allotted by contracts for projects distributed among States according to specified criteria.
STIPENDS	The students receive stipends of $1.25 to $1.40 an hour and a transportation allowance.
PROGRAMS AND FACILITIES	Sponsors provided remedial education in 280 of the 500 out-of-school programs in operation in fiscal 1967. Space in nongovernmental facilities such as churches, hospitals, private industry, factories and homes is used, as well as in governmental facilities. On a local basis sponsors may use almost any facility they consider advisable. A policy of not meeting in an elementary school is followed, if possible.

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* Estimate from "The Level and Mix of the FY 1969 Manpower Development Program"-- U.S. Department of Labor, Manpower Administration, Division of Planning.

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NEIGHBORHOOD YOUTH CORPS (continued)

ADMINISTRATION AND COORDINATION	The BWP awards contracts to local sponsors. Over 50 percent of the sponsors with out-of-school programs are local community action agencies. Other sponsors include local government agencies, State agencies and nonprofit organizations. The sponsor is responsible for direction of the project, for providing the necessary matching funds and directing the work experience. The sponsor also pays allowances to participants and prepares progress reports. The local employment office participates in recruiting applicants, provides counseling, and encourages youth to return to school. It also attempts to place out-of-school youth in competitive employment.
CHARACTERISTICS OF ENROLLEES	Total number of enrollees receiving remedial education is estimated a 12,500. The average monthly enrollment during 1967, in the out-of-school program of those over 18 years of age, was 35,000. Of those over 18, only one-third received remedial education. In 1966, one-half were male. The typical out-of-school enrollee was an 18-year-old in a five-person household who had completed 10th grade and had been out of school for 13 to 24 months. There are eligibility requirements. The youth must come from a family below the poverty level and must not have completed high school. Methods used for recruitment, besides the local employment service, include radio and TV, use of indigenous population, and reaching out to poolrooms, youth opportunity centers, etc.
CHARACTERISTICS OF COURSES AND TEACHERS	Course content: Citizenship, consumer education, high school completion, home economics, literacy and health. Teachers include those with elementary school certificates, adult education certificates, college degrees, paraprofessional and neighborhood tutors. Some projects train indigenous personnel as staff. The length of the courses varies from fixed to open-ended; they are held both day and evening. Classes are held three or four times a week. The amount of remedial education given varies with different sponsors. The recommended class size is 10 to 15. Manual programmed instruction is used, as are some packaged courses of instruction.
COURSE OUTCOME	Tests are given to evaluate achievement. Certificates are given for completion. Illness and family responsibility are given as causes for dropouts. Referrals are made for employment and return to school. Follow-up of students is conducted.

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	NEIGHBORHOOD YOUTH CORPS (continued)
PROGRAM MEASUREMENT	Monthly activity reports are made by sponsor. They include number and characteristics of students.
RECOMMENDATIONS FOR IMPROVING ABE PROGRAM	1. Greater funding to permit more hours of remedial education. 2. System of more effective control to find out what students are being taught. 3. Some testing technique to be set up to evaluate whether students are really making progress -- how good a remedial education job is being done.

PROGRAM TITLE	NEW CAREERS
ADMINISTERING AGENCY	U. S. Department of Labor, Bureau of Work Programs.
LEGISLATIVE AUTHORIZATION	Economic Opportunity Act of 1964 as amended - Title II, Sec. 205(e)
MAIN PURPOSE	Aims to develop entry-level employment opportunities in subprofessional positions for poverty-level persons leading to career advancement. Focused on public sector (e.g., health, education, neighborhood redevelopment, etc.).
TARGET POPULATION	Unemployed adults below the poverty level.
FUNDING	Federal funds appropriated in fiscal 1967 were $36,500,000. No estimate is available of the amount spent on adult basic education. The Federal Government is authorized to pay up to 90 percent of the cost of local programs. The local share of 10 percent may be in cash or kind. For projects up to $500,000, final approval is at the regional level; for projects over $500,000 and national contracts, final approval is at the national level. A State allocation formula is specified.
STIPENDS	Stipends given: prevailing wage rate or Federal or State minimum, whichever is higher.
PROGRAM AND FACILITIES	Three of the seven BWP regions reported on 20 projects. Provision was made for adult basic education in every one of these. One regional director indicated that he would not approve a project which did not include such training. Three regions reported that they had no New Careers projects, and one region did not report at all on these projects. There were 36 New Careers projects (exclusive of CEP) funded in fiscal 1967.
ADMINISTRATION AND COORDINATION	BWP awards contracts to the local sponsor, arranges for payment of allowances, evaluates work sites and monitors projects. The sponsor, who may be a local government agency or private contractor, is responsible for the operation of the project. He provides matching requirements, pays allowances to participants,

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NEW CAREERS (continued)

prepares required reports. The local employment service participates in recruiting, counseling and testing applicants for project employment. It endeavors to place trainees in competitive employment when available.

CHARACTERISTICS OF ENROLLEES	No information available.
CHARACTERISTICS OF COURSES AND TEACHERS	No information available.
COURSE OUTCOME	No information available.
PROGRAM MEASUREMENT	No information available.
RECOMMENDATIONS FOR IMPROVING ABE PROGRAMS	None made.

PROGRAM TITLE	OFF-DUTY EDUCATIONAL SERVICES PROGRAMS FOR MILITARY PERSONNEL (ARMY)
ADMINISTERING AGENCY	U. S. Department of Defense, Department of the Army
LEGISLATIVE AUTHORIZATION	Department of Defense Appropriation Act 1966, General Provision, Section 621.
MAIN PURPOSE	To provide opportunity for all military personnel to continue their education if they so desire.
TARGET POPULATION	All military personnel, but for purposes of ABE those enlisted men with less than a high school degree or its equivalent (approximately 300,000 men).
FUNDING	It is estimated that approximately $4,500,000 is spent on teachers, counselors and proctors.
STIPENDS	None given.
PROGRAMS AND FACILITIES	Facilities, equipment and supplies are provided by the Army and funded separately. There are approximately 300 programs in operation, wherever Army military personnel are stationed. Programs of public secondary schools are sometimes used.
ADMINISTRATION AND COORDINATION	The Army does most of the actual instruction. Some instruction is contracted for with public school systems.
CHARACTERISTICS OF ENROLLEES	Estimated Breakdown by Level of Instruction: Grades 0 - 5 20,000 Grades 6 - 8 40,000 Grades 9 - 12 28,000 88,000 All active-duty Army personnel are eligible.

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OFF-DUTY EDUCATIONAL SERVICES PROGRAMS FOR MILITARY PERSONNEL (ARMY) (continued)

	The primary means of recruitment are through the publicity the program receives and the individual counseling provided each man regarding his educational needs.
CHARACTERISTICS OF COURSES AND TEACHERS	Course content: Literacy, citizenship, high school completion (math, English, history and science). The courses are open ended and given during the day or evening. Frequency of session varies from five days a week to twice or even once a week. Some manual programmed instruction and some packaged courses of instruction are used.
	Facilities are conveniently located and Army transportation may be provided.
	There were 2,200 teachers in the program in 1967. It is estimated that 850 of these had elementary school certification, 700 had secondary certification, and 1,800 had a college degree. The Army conducts some teacher training, as required.
COURSE OUTCOME	Written standardized tests and USAFI end-of-course tests are used. It is estimated that 54 percent of students complete programs. Transfer, military duties, and a lack of interest are reasons for dropouts. Certificates are given for completion. In 1967, over 48,000 GED's were awarded.
PROGRAM MEASUREMENT	Evaluation of programs is conducted. Students who have completed courses, and dropouts, are followed up.
RECOMMENDATIONS FOR IMPROVING ABE PROGRAMS	Provide additional funds, better trained personnel, and facilitate recruitment of college graduates as interns. Educational administrators should be given more of an opportunity to observe education programs in order to evaluate and upgrade them.

PROGRAM TITLE	OFF-DUTY EDUCATIONAL SERVICES PROGRAMS FOR MILITARY PERSONNEL (U.S. COAST GUARD)
ADMINISTERING AGENCY	U.S. Department of Transportation, U.S. Coast Guard *
LEGISLATIVE AUTHORIZATION	Title 14, U.S. Code Section 93(g).
MAIN PURPOSE	Conduct or make available to personnel of the Coast Guard, training and courses, including correspondence courses, as may be necessary or desirable for the good of the Service.
TARGET POPULATION	For ABE purposes, the 18 percent (6, 500) of the Coast Guard's military personnel who have not completed high school.
FUNDING	Cost of Coast Guard's participation in all U.S. Armed Forces Institute (USAFI) programs is $40, 000 per year. There is no estimate available on how much of this is for high school equivalency courses.
STIPENDS	None given.
PROGRAMS AND FACILITIES	Personnel desiring to complete requirements for high school equivalency apply for correspondence courses from USAFI in Madison, Wisconsin.
ADMINISTRATION AND COORDINATION	Program is administered by the Coast Guard, but they do not operate or maintain any schools other than professional ones. Individuals are, however, encouraged to complete high school equivalency. Normally, they apply for correspondence courses from USAFI.
CHARACTERISTICS OF ENROLLEES	Five hundred and twenty-four Coast Guardsmen are presently enrolled in high school level courses with USAFI.

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* The Coast Guard is a service within the Department of Transportation, except when operating as part of the Navy in time of war or when the President directs.

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OFF-DUTY EDUCATIONAL SERVICES PROGRAMS FOR MILITARY PERSONNEL (U. S. COAST GUARD) (continued)

CHARACTERISTICS OF COURSES AND TEACHERS	All USAFI correspondence courses.
COURSE OUTCOME	No information available.
PROGRAM MEASUREMENT	USAFI reports.
RECOMMENDATIONS FOR IMPROVING ABE PROGRAMS	None received.

PROGRAM TITLE	OFF-DUTY EDUCATIONAL SERVICES PROGRAMS FOR MILITARY PERSONNEL (MARINE CORPS)
ADMINISTERING AGENCY	U.S. Department of Defense, Department of the Navy, U.S. Marine Corps.
LEGISLATIVE AUTHORIZATION	Department of Defense Appropriation Act 1966, General Provision Section 621.
MAIN PURPOSE	To help all military personnel to develop educationally and professionally while in service, and to increase their skills for future civilian employment.
TARGET POPULATION	Members of the Marine Corps with less than high school education.
FUNDING	A total of $20,856 for fiscal year 1967.
STIPENDS	None given.
PROGRAMS AND FACILITIES	Marine Corps does the actual training. If there is an adult education course available space and personnel in local public ashools may be utilized, but primarily courses are USAFI correspondence.
ADMINISTRATION AND COORDINATION	Marine Corps administers programs; coordinates with Department of Defense.
CHARACTERISTICS OF ENROLLEES	Total number of enrollees was 9,036, including enlisted men and officers.
CHARACTERISTICS OF COURSES AND TEACHERS	Course content: high school completion. Length of group study sessions varies; they are usually in the evenings. Recruitment is by publicity and individual counseling. Teachers have secondary certification.
COURSE OUTCOME	Ninety percent of students complete programs. Reasons for dropouts are military obligations or personal. Number of high school equivalency certificates awarded for 1967 was 1,226.

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OFF-DUTY EDUCATIONAL SERVICES PROGRAMS FOR MILITARY PERSONNEL (MARINE CORPS) (continued)

PROGRAM MEASUREMENT	Semi-annual, off-duty education program report.
RECOMMENDATIONS FOR IMPROVING ABE PROGRAMS	None given.

PROGRAM TITLE	OFF-DUTY EDUCATIONAL SERVICES PROGRAMS FOR MILITARY PERSONNEL (NAVY)
ADMINISTERING AGENCY	U.S. Department of Defense, Department of the Navy.
LEGISLATIVE AUTHORIZATION	Department of Defense Appropriation Act 1966, General Provisions Section 621.
MAIN PURPOSE	To raise educational level of personnel in the Navy. To assist them in preparing for more responsible assignments; maintaining continuity in academic or vocational training begun before entering military service; and increasing their values in civilian manpower pool when separated from the Navy.
TARGET POPULATION	All active duty personnel. For ABE program purpose, the approximately 120,000 Navy personnel who do not have a high school diploma or equivalent.
FUNDING	No breakdown of funds spent for this purpose is available.
STIPENDS	None given.
PROGRAMS AND FACILITIES	Programs are in operation on every Naval base and on Navy ships. Public secondary school space and personnel may also be used, if there is an adult education program offered.
ADMINISTRATION AND COORDINATION	Navy regulations provide that all active duty personnel at first duty station after completion of initial basic training be fully informed of educational opportunities offered by the service. When assigned to a new station, Navy personnel must be interviewed and advised of educational opportunities available at that station. Group counseling is authorized. Voluntary study programs are available on both elementary and secondary levels. USAFI material may be used in a correspondence course, or an instructor may be hired to conduct classes.

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OFF-DUTY EDUCATIONAL SERVICES PROGRAMS FOR MILITARY PERSONNEL (NAVY) (continued)

Where local adult education classes are available in the public school system, the men may attend these classes. In San Diego, California, where there is a large Navy base, there is complete liaison between the local school district and the Navy.

CHARACTERISTICS OF ENROLLEES

Approximately 35,000 Naval personnel are enrolled in correspondence courses and group study on ABE level or attending high school. Although enrollment is voluntary, recruitment stresses the long-range goals that the high school diploma or equivalent will enable the serviceman to achieve. He can continue on to a two-year or four-year college with the Navy paying 75 percent of the tuition costs.

CHARACTERISTICS OF COURSES AND TEACHERS

Course content: High School completion, and with the operation of "Project 100,000" in effect, will include literacy.

Classes are usually in the evening, and the length of the courses vary. Manual programmed instruction is used as well as packaged courses of instruction. Computer-assisted programs are in the developmental stages.

Instructors may be voluntary -- officers, enlisted or civilian. If the instructor is paid, he must be a qualified civilian hired on a part-time basis to teach military personnel in a group study class. He may have a college degree or elementary and secondary school certification. Indigenous people are used in language programs only in Japan, Naples, and San Juan in Puerto Rico.

COURSE OUTCOME

Written tests are used. During the fiscal year 1967, 20,772 GED's were awarded.

PROGRAM MEASUREMENT

USAFI end-of-course and other standarized tests may be used. The Navy reporting system also uses standard forms to report to Washington. Evaluation of programs is made as appropriate. The local Educational Services Officer is responsible for follow-up of students who have completed courses or programs, and also of dropouts.

RECOMMENDATION FOR IMPROVING ABE PROGRAM

None given.

PROGRAM TITLE	OPERATION MAINSTREAM
ADMINISTERING AGENCY	Department of Labor, Bureau of Work Programs
LEGISLATIVE AUTHORIZATION	Economic Opportunity Act of 1964 as amended, Title II, Sec. 205(d)
MAIN PURPOSE	To provide for chronically unemployed poor who, because of age or other reasons, are unable to secure appropriate employment and training assistance and to have these people participate in projects for betterment and beautification of the community.
TARGET POPULATION	Chronically unemployed poor adults (over 22).
FUNDING	The Federal funds appropriated for fiscal 1967 were $36,500,000. No estimate of the amount spent on adult basic education was available. For projects up to $500,000, final approval is at the regional level. For projects over $500,000 and national contracts, final approval is given at the national level. The Federal Government is authorized to pay up to 90 percent of the cost of local programs. The local share of 10 percent may be in cash or kind. There is a State allocation formula specified.
STIPENDS	Stipend given; prevailing wage rate or Federal or State minimum, whichever is higher.
PROGRAMS AND FACILITIES	In fiscal 1967, of 174 projects reported on, 147 had an adult basic education component. No other information was available.
ADMINISTRATION AND COORDINATION	The Bureau awards contracts to the local sponsor, arranges for payment of allowances, evaluates work sites and monitors projects. The sponsor is responsible for operation of projects, provides matching requirements, pays allowances to participants, and prepares required reports. The local employment service participates in recruiting, counseling and testing applicants for project employment. It endeavors to place trainees in competitive employment when available.

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	OPERATION MAINSTREAM (continued)
CHARACTERISTICS OF ENROLLEES	Fiscal 1967 contracts contained provisions for providing basic education for 6,250 trainees. No other information was available.
CHARACTERISTICS OF COURSES AND TEACHERS	Course content: no information available. Basic education course ranged from two and one-half to six hours per week. The number of hours varied from project to project and from region to region. One region with an average of four hours a week of basic education had a range from one to nine hours in individual projects.
COURSE OUTCOME	No information available.
PROGRAM MEASUREMENT	No information available.
RECOMMENDATIONS FOR IMPROVING ABE PROGRAMS	If more technical assistance (help in curriculum and teacher training) were available, some small rural projects would include ABE.

PROGRAM TITLE	PROJECT ONE HUNDRED THOUSAND
ADMINISTERING AGENCY	U.S. Department of Defense
LEGISLATIVE AUTHORIZATION	None required. Project was mentioned in President's January 31, 1967 Message to Congress on America's servicemen and veterans, and President's March 6, 1967 Message to Congress on Selective Service.
MAIN PURPOSE	To provide opportunity for military service for men who would have been rejected for education deficiencies, restricted aptitudes and correctable physical defects. To use the training facilities of the military establishment to provide these men with skills and improved education in order to rehabilitate them for more productive lives when they return to civilian life.
TARGET POPULATION	40,000 for year October 1, 1966, to September 30, 1967; 100,000 for year beginning October 1, 1967 and subsequent years.
FUNDING	No data available.
STIPENDS	None given.
PROGRAMS AND FACILITIES	"New Standards" men are trained along with all other men; however, arrangements exist for assisting those having difficulty in basic or advanced training by giving them individualized attention. They have been receiving training in more than 100 different types of combat or technical skills. Over 40 technical courses have been improved to facilitate learning process. Each of the four Military Services is conducting these courses and is responsible for an allotted number of men.
ADMINISTRATION AND COORDINATION	The operation is supervised by the Office of Assistant Secretary of Defense (Manpower), but the individual Service conducts the training.
CHARACTERISTICS OF ENROLLEES	The exact number of enrollees receiving adult basic education is not available. A small portion will receive remedial education during basic or technical training. Every participant will have an opportunity to improve his education after being assigned to a unit and prior to returning to civilian life.

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PROJECT ONE HUNDRED THOUSAND (continued)

During the year ending September 30, 1967, there were 49,300 men enrolled in the program. Average age was 21; 37 percent were Negro. They have completed an average of 10.5 school years, but 27 percent have a reading ability equivalent to 4th grade or lower.

CHARACTERISTICS OF COURSES AND TEACHERS	No information available.
COURSE OUTCOME	In basic training the discharge rate for New Standards men (all Services combined) has been 4 percent, compared to 2 percent for all other men. The washout rate in skill training for the Army for all types of specialties has been 12 percent, as compared to 8 percent for Army trainees as a whole. The washouts in skill training are not discharged from service; they are assigned for training in another type of skill.
PROGRAM MEASUREMENT	A comprehensive reporting system has been established to monitor in detail the performance of men accepted, performance in training, and type of job assignment. Information on job performance, promotions and disciplinary record will be available in 1968.
RECOMMENDATIONS FOR IMPROVING ABE PROGRAMS	None made.

PROGRAM TITLE	PROJECT TRANSITION
ADMINISTERING AGENCY	U. S. Department of Defense, Office of Assistant Secretary of Defense (Manpower)
LEGISLATIVE AUTHORIZATION	None required. Executive Directive. President Johnson in 1967 Manpower Report to Congress stated, "We must make military service a path to productive careers."
MAIN PURPOSE	To increase chances for employment in civilian life for men leaving the service.
TARGET POPULATION	Those servicemen who need additional education or skill training to make a good adjustment to civilian life. Of the 750,000 who leave service annually, approximately 20 percent or 150,000 may ask for such education or training.
FUNDING	No figure available.
STIPENDS	None given.
PROGRAMS AND FACILITIES	Five pilot projects in five different States at present. Eighty-five installations to commence operation in January 1968.
ADMINISTRATION AND COORDINATION	Project Transition is a voluntary program. The aim is to reach all men, if possible, at major military installations who have from one to six months service time remaining. An attempt will be made to find out, through a questionnaire and counseling procedures, what are the course desires and educational needs of these men. An inventory of labor needs in the locality or region is fundamental to the program to insure that the training will result in a negotiable skill. The program will be coordinated with many Federal departments including the Department of Labor, the Post Office Department, and the Office of Education, as well as with the vocational education departments of State education boards and State departments of education. Local school boards, the local employment service and other local agencies of government such as police and fire departments will be used, particularly where jobs will be open to servicemen after training. Private industry facilities will also be used.

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PROJECT TRANSITION (continued)

CHARACTERISTICS OF ENROLLEES	Program was initially inaugurated in June 1967. No numerical data are available at present. The median age of enrollees is 22 1/2.
CHARACTERISTICS OF COURSES AND TEACHERS	Training for the most part will be on the base; if off the base, transportation will be provided. Scheduling will be determined locally. Military tasks of necessity get first priority. Courses will be provided by the military installation, by Federal, State or local agencies, and by private industry. Courses may be formal classroom, on-the-job training, or by programmed instruction.
COURSE OUTCOME	Certificates will be given for completion of high school equivalency. Referral will be made to other programs for further education or job training. Servicemen will be counseled as to benefits available under GI Bill. Referrals will be made for further job training, such as MDTA programs in individual serviceman's home area. An inventory of local and regional employment needs will be made before referring him to skill training to be sure he will have a marketable skill.
PROGRAM MEASUREMENT	The Base Commander is responsible for reports to Washington. Program evaluation will be made. After participant leaves service there will be a follow-up to determine how "Transition" contributed to furtherance of his education or his employment status.
RECOMMENDATIONS FOR IMPROVING ABE PROGRAMS	Need for strengthening the counseling system. Need for completely new approach in course content and materials used for teaching adults in military educational programs.

PROGRAM TITLE	PUBLIC LIBRARY SERVICES
ADMINISTERING AGENCY	U. S. Department of Health, Education, and Welfare; Office of Education, Bureau of Adult Vocational and Library Programs, Library Programs and Facilities Branch.
LEGISLATIVE AUTHORIZATION	Library Services Act, June 19, 1956, P. L. 84-597, as amended in 1956, 1960 and 1962. Amended and renamed the Library Services and Construction Act in 1964, P. L. 88-269, and amended July 19, 1966 by P. L. 89-511. Title I.
MAIN PURPOSE	To promote the further extension of public library services to areas which are without such services or with inadequate services.
TARGET POPULATION	Primarily the rural population who are most affected by the lack of library facilities, and those persons living in areas where the proportion of poor and less educated is exceptionally high.
FUNDING	In general, Title I public library services during fiscal 1967 amounted to $34,934,538. No specific funding or earmarking, of funds for adult education. To qualify, States have to submit plans meeting stated criteria such as fucus on areas inadequately served, free library use, etc. State matching is required according to a specific formula which takes into account the State's per capita income.
STIPENDS	None given.
PROGRAMS AND FACILITIES	The portion of the Public Library Services program (Title I) that deals with adult basic education and adult education cannot be ascertained.

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PUBLIC LIBRARY SERVICES (continued)

Some State plans indicated specific adult education efforts. In fiscal 1966, seven States had adult education services planned, while 17 mentioned programs for the disadvantaged.

In fiscal 1964, an urban emphasis was added to the Act. An additional type of project is improvement of services to disadvantaged neighborhoods. Relevant activities provide more materials on nutrition, child care, and money management; maintenance of up-to-date directories of community agencies and organizations; guidance for individual adults and groups in using libraries. Special courses have been given to AFDC mothers in the above subjects.

An example of library programming focused on the educationally disadvantaged was a $528,000 project in both metropolitan and rural areas which included: (1) Special service librarians acting as liaison persons in strategically located neighborhood branches. (2) Pilot projects experimenting with new materials and services for the disadvantaged. (3) The acquisition of larger collections of basic-level books.

Joint "outreach" activity has included visits to remote areas with Department of Agriculture County Extension agents, and basic reading and basic math classes co-sponsored with civic groups. Outreach is further exemplified by the purchase of 550 bookmobiles through fiscal 1966, by the use of storefronts in some ghetto areas, and by one city's "3-B's" program -- taking library services to bars, beauty shops and barbershops. Library program components have been prepared for the 14 pilot city demonstration programs being planned in the Model Cities program of the Department of Housing and Urban Development.

ADMINISTRATION AND COORDINATION

The State library administrative agency prepares a State plan which includes the distribution of the funds within the State to assure countering inadequacy of library resources, and submits it to the U.S. Commissioner of Education.

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PUBLIC LIBRARY SERVICES (continued)

CHARACTERISTICS OF ENROLLEES	Data are not available as to the characteristics of library users. It is estimated that some 75 million persons have been benefited from improved library facilities under the Act.
CHARACTERISTICS OF COURSES AND TEACHERS	Courses are the exception in the overall program. However, formal group sessions are conducted. The impact of the program depends on the librarian.
COURSE OUTCOME	Not available.
RECOMMENDATIONS FOR IMPROVING ABE PROGRAMS	Closer coordination with those administering programs in adult basic education with library staff.

PROGRAM TITLE	SOCIAL SERVICES IN SUPPORT OF ADULTS WITH POTENTIAL FOR SELF-SUPPORT
ADMINISTERING AGENCY	U. S. Department of Health, Education, and Welfare, Social and Rehabilitation Service, Assistance Payments Administration.
LEGISLATIVE AUTHORIZATION	Social Security Act, as amended. Titles I, IV, X, XIV, XVI and XIX. Titles define the groups to be covered: e.g., the aged, the blind, the permanently and totally disabled, families with dependent children, and the medically indigent. (The first section of each title authorizes services to strengthen family life, achieve self-support and self-care.) P.L. 87-543 of 1962 and P.L. 89-67 (Section 1901).
MAIN PURPOSE	The purpose of the program is to provide needy persons with income and services to help them achieve as much economic and personal independence as possible.
TARGET POPULATION	Public assistance recipients needing basic literacy learning, remedial education, English instruction, or high school equivalency are eligible for services. These include all persons in a federally funded categorical assistance program: the aged, the blind, the totally and permanently disabled, families with dependent children, or the medically indigent. In addition, if implemented in the State plan, persons in danger of becoming dependent or who have been dependent may receive the services.
FUNDING	Funds for services are made available through the general appropriation for Social Security programs. No funds are specifically earmarked for adult education. The State welfare department, providing the service, directly or through the purchase of service from another State public agency, is reimbursed 75 percent of costs. Reimbursement is based on State expenditures. Federal funds for these services are open ended, i.e., Federal funds are always available to match all appropriate State costs.
STIPENDS	Students receive transportation, necessary clothing, books and other costs incidental to training, in addition to public assistance as specified in the Social Security Act.

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SOCIAL SERVICES IN SUPPORT OF ADULTS WITH POTENTIAL FOR SELF-SUPPORT (continued)

PROGRAM AND FACILITIES	Facilities utilized include public school, churches, private schools, store fronts, or other appropriate and accessible facilities. The education programs are generally subcontracted to State and local public education.
ADMINISTRATION AND COORDINATION	The programs are administered or supervised according to State plan by State departments of welfare, most frequently through county welfare agencies. Services may be provided directly by the welfare department. However, they are most frequently purchased from other State agencies: education, agriculture, health, etc. The Social and Rehabilitation Service carries responsibility for promoting adult basic education services in State programs*. Regional staff carry primary responsibility for direct contact with States. This promotion includes making maximum use of other State programs, e.g., departments of education, agriculture, etc., and the purchase of services from other programs as authorized in P.L. 87-543.
CHARACTERISTICS OF ENROLLEES	The number of enrollees is not available. Recruitment is through social caseworker discussions with clients. The majority of the enrollees receive education within the sixth-through eighth-grade range.
CHARACTERISTICS OF COURSES AND TEACHERS	It is estimated that 10 State public welfare departments purchase services from State education departments, and about 300 local welfare departments carry out some adult basic education. Course content: child care, citizenship, consumer education, family relationships, health, high school completion, home economics, literacy, as well as family planning, youth maturation, self-support, and vocational training. Often these courses are

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[*] Prior to SRS reorganization, this was the responsibility of one of the units of the Bureau of Family Services.

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SOCIAL SERVICES IN SUPPORT OF ADULTS WITH POTENTIAL FOR SELF-SUPPORT (continued)

	carried out in informal groups, in areas such as citizenship home management, grooming and deportment in work situations, consumer protection, seeking employment, overcoming inexperience in daily functioning and problem solving. Courses are usually fixed in length. Courses are both day and evening, usually no more than two hours long, varying in frequency. Class size is estimated to average 25. Testing in some instances is used by education departments to measure achievement. Facilities are convenient to target population. Public transportation is available, and is often provided by public welfare.
	Teachers include those with a college degree, and paraprofessionals. The agency encourages teacher training as to group dynamics and teacher-leader roles.
COURSE OUTCOME	An estimated 85-90 percent complete brief courses. Dropouts tend to occur early. Certificates are sometimes given (by education departments) for completion. Referrals to further education and employment are made, the latter in all instances of employables.
PROGRAM MEASUREMENT	No grants are made specifically for adult education, so no reports are required about it. The Federal agency does reviews and fact-finding studies. Some State public welfare departments do evaluations of adult education and follow-up on students.
RECOMMENDATIONS FOR IMPROVING ABE PROGRAMS	Extend and improve literacy and high school equivalency education by State education departments, specifically for the poor. Education departments should develop a highly skilled and knowledgeable consultant or specialist staff to assist agencies such as Welfare Departments who have large numbers needing adult basic education. Give more attention to needs and interests of out-of-school youth (16-18) for adult basic education, and learn more about how to reach and assist them. Develop more organized approach to this vast need. Plan programs to make ready stepping stones up educational ladders. Joint planning and effective coordination by welfare and State education departments is needed. The actual and would be participant in adult education programs should be involved in the development of individual programs.

PROGRAM TITLE	SPECIAL IMPACT PROGRAM
ADMINISTERING AGENCY	U. S. Department of Labor, Bureau of Work Programs.
LEGISLATIVE AUTHORIZATION	Economic Opportunity Act of 1964 as amended, Title I, part D.
MAIN PURPOSE	To provide special programs of economic and community development, as well as manpower training, in communities and neighborhoods with especially large concentration of low-income persons. Only a limited number of communities are targeted so that sufficient resources are available to have a significant impact.
TARGET POPULATION	Chronically unemployed poor adults (16-21) may be included.
STIPENDS	Stipends given; prevailing wage rate or Federal or State minimum, whichever is higher.
PROGRAMS AND FACILITIES	For 1967, the Manpower Administration funded the Bedford-Stuyvesant Project in New York City and made monies available to the Concentrated Employment Program. The Bedford-Stuyvesant project has plans for basic education for 200 trainees, but as of October 15, 1967, this part of the project was not in operation.
ADMINISTRATION AND COORDINATION	Manpower Administrator in the Department of Labor determines the location and type of project to be undertaken and arranges for financing. BWP, with the approval or participation of the Manpower Administrator, awards contracts to local sponsors or contractors. BWP reviews and approves training and/or work experience program, evaluates program and work sites, and prepares progress reports. The sponsor, who may be a local government agency or private contractor, operates the project, pays allowances to trainees, and prepares required reports. The local employment service participates in recruiting, counseling and testing applicants. It endeavors to place trainees in competitive employment as soon as possible.

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	SPECIAL IMPACT PROGRAM (continued)
CHARACTERISTICS OF ENROLLEES	No data available; program began in 1967.
CHARACTERISTICS OF COURSES AND TEACHERS	No data available.
COURSE OUTCOME	No data available.
PROGRAM MEASUREMENT	No data available.
RECOMMENDATIONS FOR IMPROVING ABE PROGRAMS	None made.

PROGRAM TITLE	VETERANS' READJUSTMENT TRAINING PROGRAM (G.I. BILL)
ADMINISTERING AGENCY	Veterans' Administration
LEGISLATIVE AUTHORIZATION	U.S. Code, Title 38, Chapter 34. Recent laws: Veterans' Readjustment Benefits Act, P.L. 89-358, March 3, 1966, and Veterans' Pension and Readjustment Assistance Act, P.L. 90-77, August 31, 1967.
MAIN PURPOSE	Educational assistance for persons who served on active duty with the Armed Forces after January 31, 1955, to aid such persons in attaining the vocational and educational status which they normally might have attained had they not served their country; to enhance and make more attractive service in the Armed Forces; to extend benefits of higher education to persons who might not otherwise be able to afford such an education; to provide vocational readjustment and restore lost educational opportunities to those whose careers have been interrupted or impeded by active duty after January 31, 1955.
TARGET POPULATION	The total number of veterans, as of June 30, 1967, with service after January 31, 1955 was over 4,500,000. Veterans of at least 181 days of continuous active duty, any part of which was after January 31, 1955, or who were released from active duty after that date for a service-connected disability, or persons in service who have been on active duty at least two years, are eligible for benefits.
FUNDING	The Federal VA budget in fiscal year 1967 was somewhat over $6.4 billion, from which the G.I. Bill was funded at a cost of about $327 million.
STIPENDS	The Veterans' Pension and Readjustment Assistance Act of 1967, P.L. 90-77, August 31, 1967 increased educational assistance allowances to veterans without dependents to $130 monthly for full-time institutional training, to $155 for a veteran with one dependent, $175 for a veteran with two dependents, and $10 additional for each dependent in excess of two. Other amounts are stipulated for 3/4, 1/2, 1/4 time, and for farm cooperative, flight, apprenticeship and other on-the-job training programs. The allowance is paid directly to the eligible veterans and no payments are made directly to the schools. The veterans' entitlement is one month of educational assistance for each month of service, up to 36 months, including periods of education or training under other laws administered by the Veterans' Administration.

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VETERANS' READJUSTMENT TRAINING PROGRAM (G.I. BILL) (continued)

PROGRAMS AND FACILITIES	The veterans attend a large variety of educational institutions, depending upon the type of education they wish to pursue. Some eight percent avail themselves of counseling through the program.
ADMINISTRATION AND COORDINATION	Eligible veterans may apply for benefits at a local VA office, military station or local veterans organization. An application is processed by the regional office in the area where the veteran resides and is approved if the school is qualified.
CHARACTERISTICS OF ENROLLEES	During the 13-month period from June 1, 1966 through June 30, 1967, 720,000 applied for and 469,000 entered training. Trainees had a median age of 28; 99 percent were male; 58.2 percent had dependents; 92.7 percent had at least four years of high school; of the 7.3 percent who had less than high school graduation, only 1.5 percent had below eighth-grade education. Twenty-eight percent of trainees were enrolled in schools below college level, but only 4 percent, or 4,700 of these, were in high school courses other than vocational or technical. A new section of P. L. 90-77, Special Training for the Educationally Disadvantaged, effective October 1, 1967, provides, without charge to entitlements, for high school level courses leading to a high school diploma, if such courses are required of trainee for admission to a school beyond the secondary level.
CHARACTERISTICS OF COURSES AND TEACHERS	Not available.
COURSE OUTCOME	Not available.
PROGRAM MEASUREMENT	Not available.
RECOMMENDATIONS FOR IMPROVING ABE PROGRAMS	None made.

PROGRAM TITLE	VOCATIONAL REHABILITATION - HEW
ADMINISTERING AGENCY	U.S. Department of Health, Education, and Welfare, Social and Rehabilitation Service, Rehabilitation Services Administration.
LEGISLATIVE AUTHORIZATION	Vocational Rehabilitation Act, as amended 1965, 29 USC, Ch. 4 (Sec. 31, et seq.).
MAIN PURPOSE	To assist the States in developing and supporting programs for providing vocational rehabilitation services to disabled individuals. Services include vocational guidance and placement, medical and psychological diagnoses, physical restoration, training and training materials, and equipment for small business enterprises. RSA also assists the States and private agencies in the planning and establishing of rehabilitation facilities and workshops.
TARGET POPULATION	4,000,000 individuals of working age in need of rehabilitative services.
FUNDING	$380,000,000 total fund appropriation for fiscal 1967. No data available on the adult basic education component of the program. Matching State funds are required, 25 percent for general support and 10 percent for innovation and expansion funds. Allotments to the States are according to a specific formula, based on population and income.
STIPENDS	New provision permits States to pay training allowance.
PROGRAMS AND FACILITIES	A few States and some private organizations do operate rehabilitation centers where basic or adult education programs may be included, but there is no reporting on a national level of enrollments or expenditures. This component constitutes a very small part of the vocational rehabilitation program.
ADMINISTRATION AND COORDINATION	Usually, if a client is diagnosed as needing basic education, he will be referred to a local public or private school where such courses are available. If local adult basic education programs under Title III are available, they are used. If the service is not otherwise available to the client and is considered essential to his vocational success, the State rehabilitation agency will purchase the service.

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	VOCATIONAL REHABILITATION - HEW **(continued)**
CHARACTERISTICS OF ENROLLEES	Not available.
CHARACTERISTICS OF COURSES AND TEACHERS	Not available.
COURSE OUTCOME	Not available.
PROGRAM MEASUREMENT	Not available.
RECOMMENDATIONS FOR IMPROVING ABE PROGRAM	None given.

PROGRAM TITLE	VOCATIONAL REHABILITATION, VETERANS ADMINISTRATION
ADMINISTERING AGENCY	Veterans Administration
LEGISLATIVE AUTHORIZATION	Veterans Administration, P.L. 78-16, March 24, 1943, as amended. (U.S. Code, Title 38, Chapter 31), Vocational Rehabilitation of Disabled Veterans.
MAIN PURPOSE	Counseling and training of veterans in need of vocational rehabilitation.
TARGET POPULATION	Disabled veterans who are medically and legally rated as disabled to a compensable degree. The scope of the program is indicated by the fact that 718,000 veterans have received rehabilitation training since World War II.
FUNDING	The cost of this Federal program in fiscal 1967 was $19,187,000.
STIPENDS	The veterans in the program receive subsistence and transportation.
PROGRAM AND FACILITIES	Facilities utilized include secondary schools, private industry, and private schools. Institutions utilized are generally accessible by public transportation. The program also furnishes teachers to the homebound disabled.
ADMINISTRATION AND COORDINATION	The Administrator is charged with cooperating with related Federal agencies, Defense, Labor, HEW being particularly involved. In the VR program, the Administrator has the authority to directly approve education and training institutions.
CHARACTERISTICS OF ENROLLEES	The Administration provides rehabilitation services for disabled veterans across the entire range of disabilities: the physically handicapped, the mentally and emotionally handicapped. The overall number in training in fiscal 1967 averaged 6,000, of whom an estimated 300-350 were in prevocational training, a figure closely related to adult basic education. Between 200-250 homebound disabled veterans are taught on an individual basis by instructors on contract with the VA. No information was available as to adult basic education for this group.

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VOCATIONAL REHABILITATION, VETERANS ADMINISTRATION (continued)

Enrollees in the VR program are recruited via public information media, service organizations, the military, "word of mouth," and referrals by social workers.

CHARACTERISTICS OF COURSES AND TEACHERS	Not available.
COURSE OUTCOME	No data available.
PROGRAM MEASUREMENT	The VA does not evaluate the training programs.
RECOMMENDATIONS FOR IMPROVING ABE PROGRAMS	None.

PROGRAM TITLE

VOCATIONAL AND TECHNICAL EDUCATION PROGRAMS

ADMINISTERING AGENCY

U.S. Department of Health, Education, and Welfare, Bureau of Adult, Vocational and Library Programs.

LEGISLATIVE AUTHORIZATION

Smith-Hughes Act, 1917; George-Barden Act, 1946; Vocational Education Act, 1963.

MAIN PURPOSE

To assist in maintaining and improving vocational and technical education and to develop new programs to assure that all persons, regardless of age or community, have access to vocational training or retraining which is realistic in terms of potential gainful employment.

Vocational Education Act of 1963, Section 4(a) (4), added a category of vocational education for persons who have academic, socio-economic, or other handicaps that prevent them from succeeding in the regular vocational education program, and Section 4(a) (5) construction of area vocational education facilities.

TARGET POPULATION

General, including unemployed and disadvantaged.

FUNDING

	(Millions)
Vocational Education Act of 1963	
Available to States	$198.23
R & D Grants	10.00
Work-Study	10.00
Smith-Hughes and George-Barden Acts	57.15
Total Federal funds appropriated in 1967	$275.38

Matching is required on a 50/50 rate. However, States generally contribute about 3/1. Matching is in cash only. The amount of funds expended by States in 1967 is estimated to be $700,000,000. No figures are available as to what percent of these funds was spent on adult basic education.

STIPENDS

None given.

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VOCATIONAL AND TECHNICAL EDUCATION PROGRAMS (continued)

PROGRAMS AND FACILITIES

No information available on adult education programs on a national level.

ADMINISTRATION AND COORDINATION

The Federal Government gives grants-in-aid to States under the several Acts on the basis of a specified State allocation formula. The direct administrator of the program is the State Board for Vocational Education. The direct operators are the local educational agencies.

CHARACTERISTICS OF ENROLLEES

In 1966, figures indicate that over 40 percent of the enrollment were adults.

	1966
Secondary	3,048,248
Post Secondary	442,097
Adult	2,530,712
Special Needs	49,002*
	6,070,059

*In addition, 53,154 persons enrolled in regular classes were identified as Persons with Special Needs and received individual services.

CHARACTERISTICS OF COURSES AND TEACHERS

Although there are programs in different States that indicate literacy, remedial reading, and basic education courses are being given in vocational high schools to adults, there is no retrieval of data at the national level on this component.

COURSE OUTCOME

No information available on adult education programs.

PROGRAM MEASUREMENT

No information available on adult education programs.

RECOMMENDATIONS FOR IMPROVING ABE PROGRAMS

None given.

PROGRAM TITLE	WORK EXPERIENCE AND TRAINING PROGRAM
ADMINISTERING AGENCY	U.S. Department of Health, Education, and Welfare, Social and Rehabilitation Service, Assistance Payments Administration, in cooperation with U.S. Department of Labor.
LEGISLATIVE AUTHORIZATION	Economic Opportunity Act of 1964 (Public Law 88-452), as amended, Title V.
MAIN PURPOSE	To expand the opportunities for constructive work experience and other needed training to persons (including workers in farm families with less than $1200 net family income, unemployed heads of families and other needy persons) who are unable to support themselves or their families.
TARGET POPULATION	Falling within the scope of this program, as estimated for fiscal 1968, a total of 1,326,000 persons, unemployed or underemployed and classified as poor according to the Social Security Administration Poverty Index. This includes 240,000 AFDC mothers, 60,000 AFDC-UP fathers, and 993,000 heads of poor families with children who do not now receive federally aided public assistance and 33,000 single poor persons, 20 years of age or over.
FUNDING	During fiscal 1967, the allocation for all Title V program activities was $100,000,000. Adult education, including adult basic education and high school equivalency, was allocated $2,400,000 of this amount. A breakdown of the Federal funds as to teachers, pupil stipends, and equipment was not available at the national level. There is no matching requirement. There is no formula for distribution among the States, except that no State may receive more than 12 1/2 percent of the total.
STIPENDS	While trainees are in the program, they receive a subsistence grant based upon the State's AFDC standard, and funds for (work- and/or) training-connected costs such as transportation, books, lunches and special clothing, child care, medical and social services.

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WORK EXPERIENCE AND TRAINING PROGRAM (continued)

PROGRAMS AND FACILITIES

Prime grantees in this public welfare based program are State and local welfare agencies. In fiscal 1967, there were 255 work experience and training projects, in all of the States except Alabama, and in D.C., Guam, Puerto Rico, and the Virgin Islands. Statistics on facilities used for adult basic education were not available in the national office.

ADMINISTRATION AND COORDINATION

The local county welfare department develops projects, selects welfare recipients and provides welfare payments. It supervises the project. The State employment service and the State vocational education department review Title V projects in the same manner as they review MDTA institutional projects. Labor - BES reviews renewal of all Title V projects at regional level and forwards to the national office for final approval. Labor - BAT provides OJT services when requested and participates in procedures for Title V renewals. The local Title V project director arranges for adult education. This may be through the public schools, under a Title III ESEA program, if available, or by purchase of services if necessary.

CHARACTERISTICS OF ENROLLEES

In fiscal 1967, of the 140,000 trainees under Title V programs, 28,600 were enrolled in adult basic education and 4,800 in high school equivalency, a total of 33,400. Trainee characteristics as of June 30, 1967 were: 53 percent female, 50 percent Negro, 40 percent residing in rural areas. As to grade level of trainees at time of enrollment, 78 percent had less than high school completion, 30 percent of this number had less than eighth-grade education, and one-third of these had an educational level of fourth grade or lower. One-third of all trainees had never held a job longer than 6 months. Nearly 70 percent were receiving public assistance at time of assignment, and the remainder were either on general assistance or had marginal income. About 95 percent of the trainees are over 22 years of age.

Most referrals come from public assistance rolls, others from general assistance rolls, local CAP agencies, and other social agencies.

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WORK EXPERIENCE AND TRAINING PROGRAM (continued)

CHARACTERISTICS OF COURSES AND TEACHERS	Course content includes child care, citizenship, consumer education, family relationships, health education, home economics, literacy and high school completion. Data on other characteristics of courses and teachers are not available.
COURSE OUTCOME	Not available.
PROGRAM MEASUREMENT	Forms F.S. 2071, 2071.1, 181.5 and 182, respectively, deal with characteristics of the participants, participant termination interview, project expenditure statements, and project proposal data. These afford a considerable potential for data retrieval.
RECOMMENDATIONS FOR IMPROVING ABE PROGRAMS	Make more money available under Title III, Elementary and Secondary Education Act. Train teachers to teach disadvantaged adults. Develop curriculum materials on adult interests to use in teaching adults, and help disseminate information about availability of materials. Urge Office of Education to evidence interest in high school equivalency courses for those who cannot spend the amount of time at night school needed to get diploma.

APPENDIX A - TABLES

Table 1

Estimated Amount Spent on Federally Supported Adult Education Programs[a]
Fiscal Year 1967

Administering Agency and Program[b]	Total Budget for Program Division	Estimated Amount Spent on Adult Education[c]
	(thousands of dollars)	
I. Department of Agriculture		
Cooperative Extension Service	93,000	NA
II. Department of Defense		
Project 100,000	NA	NA
Project Transition	NA	NA
Department of the Air Force High School Preparatory Program	NA	1,300
Department of the Army Off-Duty Educational Programs	NA	4,500
Department of the Navy Off-Duty Educational Programs	NA	NA
U. S. Marine Corps Off-Duty Educational Programs	NA	21
Total Off-Duty Educational Services Programs for Military Personnel	NA	25,000[d]
III. Department of Health, Education and Welfare		
Bureau of Adult, Vocational and Library Programs		
Adult Basic Education	30,000	30,000
Vocational and Technical Education	275,380	NA
Public Library Services	34,935	NA
Social and Rehabilitation Service		
Work Experience and Training	100,000	2,400
Community Work and Training	34,000	NA
Social Services for Adults with Potential for Self-Support	NA	NA
Cuban Refugee Program	47,500	1,049
Vocational Rehabilitation	380,000	NA
Grants for Community Planning Services and Training for Older Persons	11,000[e]	704[e]

Table 1

Estimated Amount Spent on Federally Supported Adult Education Programs[a] Fiscal Year 1967 (continued)

Administering Agency and Program [b]	Total Budget for Program Division	Estimated Amount Spent on Adult Education [c]
	(thousands of dollars)	
IV. Department of Labor - Department of Health, Education and Welfare		
Manpower Development and Training Programs[f]		
Institutional, Coupled On-the-Job Training, Training for Redevelopment Area Residents	347,000	41,400[g]
Experimental and Demonstration	15,000	1,600
V. Department of the Interior		
Bureau of Indian Affairs		
Adult Education Program	39,051	806
Employment Assistance Program		NA
VI. Department of Justice		
Immigration and Naturalization Service		
Citizenship Education and Training	81,290	51
Educational and Vocational Training for Prisoners	68,700	2,170
VII. Department of Labor		
Manpower Administration		
Concentrated Employment Program	100,000[h]	NA
Bureau of Work Programs		
Neighborhood Youth Corps	160,900[i]	666
Operation Mainstream	36,500	NA
New Careers	36,500	NA
Special Impact	25,000	NA

Table 1
Estimated Amount Spent on Federally Supported Adult Education Programs[a]
Fiscal Year 1967 (continued)

Administering Agency and Program[b]	Total Budget for Program Division	Estimated Amount Spent on Adult Education[c]
	(thousands of dollars)	
VIII. Department of Transportation		
U. S. Coast Guard Off-Duty Educational Program[i]	NA	40
IX. Office of Economic Opportunity		
Community Action Program		
Adult Basic Education	18,000	18,000
Indian Training Program	11,500	746
Migrant and Seasonal Farm Workers	33,000	NA
Job Corps	211,000	NA
X. Veterans Administration		
Educational Therapy	NA	NA
Veterans Readjustment Training Program (GI Bill)	327,000	NA
Vocational Rehabilitation	19,000	NA

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[a] Only those programs which were in operation July 1, 1967 are included.

[b] Takes note of organizational changes which occurred up to December 1, 1967

[c] In some cases the figure is the amount budgeted to be spent on adult education. Although every effort was made to exclude vocational training, there are some elements of it in these figures. Programs in many cases include high school equivalency.

[d] All off-duty basic educational services programs for military personnel including continuing education.

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Table 1
Estimated Amount Spent on Federally Supported Adult Education Programs[a]
Fiscal Year 1967 (continued)

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[e] Two-year totals.

[f] These programs are administered by the Department of Labor, which allocates funds, approves projects jointly with HEW-OE, compiles reports, develops policies and requests funds from Congress; and the Office of Education which develops institutional training policies and compiles reports.

[g] Does not include training allowances, total reduced to exclude trainees under 18 years of age.

[h] Includes MDTA, Operation Mainstream, New Careers and Special Impact funds.

[i] Out-of-school programs only.

[j] Except when operating as part of the Navy in time of war or when the President directs, the Coast Guard is a service under the Department of Transportation.

Table 2

Target Population and Estimated Eligibles
Federally Supported Adult Education Programs
Fiscal 1967

		Number of Eligibles[a]			
Target Population	Program	Description	Number of Persons	Year	Source
1) Functional Illiterates	Adult Basic Education HEW-OE	Adults with less than 8th-grade education (over 18)	18,220,000	March 1966	Bureau of Census[b]
2) Adults with less than 8th-grade education		Heads of families with less than 8th-grade education	6,645,000	March 1966	Bureau of Census[c]
3) Adults with less than H.S. education		Heads of poverty families with less than 8th grade education	2,700,000	March 1966	Bureau of Census[b]
		Unemployed adults, in poverty, less than 8th-grade education, potentially employable	4,300,000	1968	OEO
		Adults with less than H.S. equivalency (18-65)	43,164,000	March 1966	Bureau of Census[c]
Welfare recipients	Work Experience (Title V) E.O.A.	AFDC Mothers[d]	240,000	1968	HEW-SRS, Assistance Payments Administration
		AFDC-UP Fathers[d]	60,000		
	Community Work and Training S.S.A. (Title IV)	Heads of poor families with children who do not receive Federally-aided public assistance[d]	993,000		
		Single poor persons, 20 years or over[d]	33,000		
		Total	1,326,000		
	Social Service, for adults with potential for self-support.(Social Security)				

Table 2 (continued)

Target Population and Estimated Eligibles
Federally Supported Adult Education Programs
Fiscal 1967

Target Population	Program	Number of Eligibles[a] Description	Number of Persons	Year	Source
Indians	Indian Training (OEO) Adult Education Programs, BIA Employment Assistance, BIA	Indians living on reservations	367,000[e]	1962	Interior; BIA
Migrants and Seasonal Farm Workers	Migrants (OEO), Seasonal Farm Workers (OEO)	Migrants in labor force	400,000	1968	CAMPS[f]
		Migrants and Seasonal Farm Workers, over 16, needing training	1,800,000	1968	OEO
Servicemen	Project 100,000, DoD	Draft age men with educational deficiencies, restricted aptitudes or correctable physical defects	100,000	1967	DoD
	Project Transition, DoD	Servicemen leaving armed forces who need additional education or skill training	150,000	1967	DoD
	Off-Duty Educational Services Programs, DoD	Servicemen without high school degree or its equivalent	500,000	1967	DoD
Veterans	Veterans Readjustment (GI Bill)	Veterans with 181 days of active duty or a service-connected disability	4,500,000[g]	1967	VA
	Educational Therapy				
	Vocational Rehabilitation				

Table 2 (continued)

Target Population and Estimated Eligibles
Federally Supported Adult Education Programs
Fiscal 1967

Target Population	Program	Number of Eligibles[a/] Description	Number of Persons	Year	Source
Unemployed, underemployed, and low skill, including dis-advantaged and hard core	MDTA Instutitional MDTA Coupled MDTA RAR Concentrated Employment Program Operation Mainstream New Careers Special Impact OEO-CAP-ABE	Unemployed adults	650,000	Fiscal 1969	M.A.-Labor Department
		Male adults not in labor force[d/]	1,080,000		
		Female adults not in labor force[d/]	2,000,000		
		Adults working part time for economic reasons	1,300,000		
		Adults employed full time; wages below poverty levels	5,035,000		
		Adults - Subtotal	10,065,000		
		Unemployed youth in poverty	350,000	Fiscal 1969	M.A.-Labor Department
		Youth not in labor force[d/]	1,220,000		
		Youth working part time for economic reasons	420,000		
		Youth employed full time below poverty levels	915,000		
		Youth - Subtotal	2,905,000		
		Adults & Youth - Total	12,970,000		

Table 2 (continued)

Target Population and Estimated Eligibles
Federally Suported Adult Education Programs
Fiscal 1967

		Number of Eligibles[a]			
Target Population	Program	Description	Number of Persons	Year	Source
Disadvantaged Youth	Job Corps Neighborhood Youth Corps (out-of-school program)	Youth (Subtotal as previous, minus youth working part time for economic reasons)	2,485,000	Fiscal 1969	M.A.-Labor Department
General, including unemployed and disadvantaged	Vocational Education:				
	High School Programs		NA		
	Post-High School Programs		NA		
	Adult Programs		NA		
	Special Needs Programs		NA		
Prisoners	Educational & Vocational	Federal prisoners	21,000	1967	Justice-BoP
Handicapped	Vocational Rehabilitation Training for Federal Prisoners	Over 16 years of age, needing rehabilitation to enter labor force	4,000,000	1967	Rehabilitative Services, SRS
Older Persons	Grants for Community Planning, Services and Training, Older Americans Act - Title III	All older persons (undefined)	NA		

Table 2 (continued)

Target Population and Estimated Eligibles
Federally Supported Adult Education Programs
Fiscal 1967

		Number of Eligibles a/			
Target Population	Program	Description	Number of Persons	Year	Source
Immigrants	Citizenship Education and Training	Immigrant resident aliens, eligible for citizenship	3,088,130	1966	Department of Justice-I & N Service
	Cuban Refugees	Adult Cuban refugees residing in Dade County	44,000	1967	HEW-SRS

N.B. This table is based upon an unpublished table (Table III, Job Training Programs by Target Population: "Estimated Number of Enrollees in Fiscal 1968, Estimated Number of Eligibles") from the Third Preliminary Report to the Committee on Administration of Training Programs, dated November 20, 1967.

a/ "Eligibles" is used broadly to encompass universe of needs, i.e., the estimated number and kind of persons who need the respective programs.

b/ Population Characteristics P. 20 No. 158 December 19, 1966, U.S. Department of Commerce, Bureau of the Census.

c/ Consumer Income P. 60 No. 51 January 12, 1967, U.S. Department of Commerce, Bureau of the Census.

d/ Figure represents only those who could be brought into the labor force.

e/ Includes all Indians living on or adjacent to a reservation.

f/ "Interagency Cooperative Issuance No. 3, April 7, 1967."

g/ A very large percent has high school degree and will use benefits for college.

Table 3

Eligibles and Enrollments in Federally Supported Adult Education Programs[a]
Fiscal Year 1967

Administering Agency and Program	Estimated	
	Number of Eligibles[b]	Enrollments in Adult Education Programs[c]
I. Department of Defense		
Project 100,000	100,000	40,000
Project Transition	150,000	NA
Off-Duty Educational Services Programs for Military Personnel[d]	500,000	210,000[e]
II. Department of Health, Education, and Welfare		
Adult Basic Education	18,220,000	380,838
Vocational and Technical Education	NA	NA
Work Experience and Training	1,326,000	33,400
Community Work and Training	300,000	NA
Cuban Refugee Program	44,000	5,500
Vocational Rehabilitation	4,000,000	NA
III. Department of Labor - HEW		
Manpower Development and Training Programs	10,065,000	46,400[f]
Institutional, MDTA for RAR Residents		
On-The-Job Training, Coupled		
IV. Department of the Interior		
Bureau of Indian Affairs		
Adult Education Programs	367,000[g]	25,000
Employment Assistance Programs	367,000[g]	NA

Table 3 (continued)

Eligibles and Enrollments in Federally Supported Adult Education Programs[a]
Fiscal Year 1967

			Estimated
	Administering Agency and Program	Number of Eligibles[b]	Enrollments in Adult Education Programs[c]
V.	Department of Justice		
	Citizenship Education and Training	3,088,133	136,000
	Educational and Vocational Training for Federal Prisoners	20,000	12,000
VI.	Department of Labor		
	Concentrated Employment Program	Same as MDTA	NA
	Operation Mainstream	Same as MDTA	NA[h]
	New Careers	Same as MDTA	NA[h]
	Specific Impact	Same as MDTA	NA[h]
	Neighborhood Youth Corps	2,485,000	12,500
VII.	Office of Economic Opportunity		
	Community Action Program		
	Adult Basic Education	11,000,000	50,000
	Indian Training Program	367,000[i]	19,400
	Migrant and Seasonal Farm Workers Program	1,800,000	28,000
	Job Corps	(2,485,000)	20,000

Table 3 (continued)

Eligibles and Enrollments in Federally Supported Adult Education Programs[a]
Fiscal Year 1967

Administering Agency and Program	Estimated	
	Number of Eligibles[b]	Enrollments in Adult Education Programs[c]
VIII. Veterans Administration		
Veterans Readjustment and Training Program (G. I. Bill)	4,500,000[i]	4,750

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[a] Includes only those programs in which data on the education component is retrievable.

[b] "Eligibles" is used broadly to encompass universe of needs, i.e., the estimated number of persons who need the respective programs.

[c] Includes all courses below college level. Although every effort was made to exclude all vocational and prevocational courses, the data reporting in many cases made this impossible.

[d] Combined programs for Air Force, Army, Navy, Marine Corps.

[e] This is the total number of United States Armed Forces Institute enrollees, below college level.

[f] The number of trainees over 18 enrolled in "basic education" courses under Manpower Development and Training Act.

[g] All Indians living on or adjacent to a reservation.

[h] Almost all projects include basic education, data not available on a national level.

[i] A very large percent has completed high school and will use benefits for college.

Table 4

Financial Aspects of Federally Supported Adult Education Programs
Fiscal Year 1967

Administering Agency and Programs	Matching Requirements	Federal/ non-Federal Ratio	Form of Matching	Stipulated State Allotment Formula	Trainee Allowances
Department of Defense					
Project 150,000	No	-	-	No	No
Project Transition	No	-	-	No	No
Off-duty Educational Services Programs for Military Personnel	No	-	-	No	No
Department of Health, Education, and Welfare					
Adult Basic Education	Yes	90-10	Cash only	Yes	No
Vocational and Technical Education	Yes	50-50	Cash only	Yes	No
Work Experience and Training	No	-	-	No	Yes
Community Work and Training	Yes	Varies[a/]	Cash only	No	No
Cuban Refugee Program	No	-	-	No	No
Vocational Rehabilitation	Yes	75-25[b/]	Cash only	Yes	Yes
Department of Labor - Department of Health, Education, and Welfare					
Manpower and Development Programs					
Institutional	Yes	90-10	Cash or kind	Yes	Yes
Coupled On-the-Job Training	Yes[c/]	90-10[c/]	Cash or kind	Yes	Yes
MDTA Training for Redevelopment Area Residents	No	-	-	No	Yes
Department of the Interior					
Bureau of Indian Affairs					
Adult Education Program	No	-	-	No	No
Employment Assistance Program	No	-	-	No	No

Table 4

Financial Aspects of Federally Supported Adult Education Programs
Fiscal Year 1967 (continued)

Administering Agency and Programs	Matching Requirements	Federal/ non-Federal Ratio	Form of Matching	Stipulated State Allotment Formula	Trainee Allowances
Department of Justice					
Citizenship Education and Training	No	-	-	No	No
Educational and Vocational Training of Prisoners	No	-	-	No	No
Department of Labor					
Concentrated Employment Program	d/	-	-	No	Yes d/
Neighborhood Youth Corps	Yes	90-10	Cash or kind	Yes	Yes
Operation Mainstream	Yes	90-10	Cash or kind	Yes	Yes
New Careers	Yes	90-10	Cash or kind	Yes	Yes
Special Impact	Yes	90-10	Cash or kind	No	Yes
Office of Economic Opportunity					
Community Action Program					
Adult Basic Education	Yes	90-10	Cash or kind	Yes	In some cases
Indian Training Programs	Yes	90-10	Cash or kind	Yes	In some cases
Migrant and Seasonal Farm Workers	No	-	-	Yes	Yes
Job Corps	No	-	-	No	Yes
Veterans Administration					
Veterans Readjustment Training (G. I. Bill)	No	-	-	No	Yes

a/ Varies by State, based on matching of AFDC funds.

b/ 75-25 for general support, 90-10 for innovation and expansion.

c/ Institutional component has 90-10 matching in cash or kind.

d/ Depends on source of funding.

Table 5

Legislative Authorization and Administering Federal Agencies
Federally Supported Adult Education Programs
Fiscal Year 1967

Program	Legislative Authorization	Administering Federal Agency
Department of Defense		
Project 100,000	None - President's March 1967 Message to Congress on Selective Service	DoD-Individual Services
Project Transition	None - President Johnson's 1967 Manpower Report	DoD-Individual Services
Off-duty Educational Services Programs for Military Personnel	DoD Appropriation Act, 1966 General Provisions, Sec. 621	Individual Services
Department of Health, Education, and Welfare		
Adult Basic Education	Elementary and Secondary Education Act, as amended 1966, Title III	HEW-OE-BAVL
Vocational and Technical Education	Vocational Education Act 1963, George-Barden Act 1946 Smith-Hughes Act of 1917	HEW-OE-BAVL
Work Experience and Training	Economic Opportunity Act 1964, as amended Title V	HEW-SRS-APA; HEW-OE-DMDT; Labor-BES-BAT-BWP
Community Work and Training	Social Security Act as amended 1965 Title IV, Sec. 409(a)	HEW-SRS-APA
Cuban Refugee Program	Migration and Refugee Assistance Act 1962, Sec. 2 (6) (3)	HEW-SRS-APA
Vocational Rehabilitation	Vocational Rehabilitation Act, as amended 1965, Ch. 4 Sec. 31, et. seq.	HEW-SRS-APA

Table 5

Legislative Authorization and Administering Federal Agencies
Federally Supported Adult Education Programs
Fiscal Year 1967 (continued)

Program	Legislative Authorization	Administering Federal Agency
Department of Labor - Health, Education, and Welfare		
Manpower Development and Training Programs	Manpower Development and Training Act of 1962 as amended	
Institutional	Title II, Parts A and B	Labor-BES; HEW-DMDT
Coupled On-the-Job Training	Title II, Part A, 204(c)	Labor-BES-BAT; HEW-OE-DMDT
MDTA Training for Redevelopment Area Residents	Title II, Part C, Sec. 241	Labor-BES-BAT; HEW-OE-DMDT; Commerce-EDA
Department of the Interior		
Bureau of Indian Affairs		
Adult Education Programs	P.L.67-85 - 25 U.S. Code 282	BIA-CSD
Employment Assistance Program	P.L.88-230 - 25 U.S. Code 309	BIA-CSD
Department of Justice		
Citizenship Education and Training	Sec. 332(b) Act of June 27, 1952 Immigration and Naturalization Act, 66 Stat. 253	Justice I & NS
Educational and Vocational Training for Federal Prisoners	Prisoner Rehabilitation Act, 1965	Justice BoP
Department of Labor		
Concentrated Employment Program	Executive Decision based on MDT Act and Economic Opportunity Act	Labor-MA
Neighborhood Youth Corps	Economic Opportunity Act of 1964 as amended Title I Part B	Labor-BWP

Table 5

Legislative Authorization and Administering Federal Agencies
Federally Supported Adult Education Programs
Fiscal Year 1967 (continued)

Program	Legislative Authorization	Administering Federal Agency
Department of Labor (continued)		
Operation Mainstream	Title II, Sec. 205(d)	Labor-BWP
New Careers	Title II, Sec. 205(e)	Labor-BWP
Special Impact	Title I, Part D	Labor-BWP
Office of Economic Opportunity		
Community Action Program	EOA of 1964 as amended	
Adult Basic Education	Title II, Sec. 205A - 211-3	OEO-CAP
Indian Training Programs	Title II, Sec. 205	OEO-CAP-SP
Migrant and Seasonal Farm Workers	Title III, Part B - Sec. 311	OEO-CAP-SP
Job Corps	Title I, Part A	OEO-Job Corps
Veterans Administration		
Veterans Readjustment Training (G. I. Bill)	Veterans Readjustment Benefit Act, 1966, Veterans Pension and Readjustment Assistance Act, 1967	VA

APPENDIX B

PROGRAMS NOT DESCRIBED AS ADULT BASIC EDUCATION BUT WHICH HAVE RELATED PROGRAMS OR POTENTIAL FOR ADULT BASIC EDUCATION COMPONENTS

There were a number of programs which originally were considered as possibly having adult or adult basic education components. On more complete investigation, however, these were found not to meet the criteria of this project. These fall into three major categories: 1) Those funded but not operational in fiscal year 1967, 2) those not funded in 1967, and 3) those which are related to but do not necessarily have an adult basic education component. These are described briefly as follows:

A. Programs not Operative in Fiscal Year 1967

1. Research and Demonstration Projects, Adult Basic Education Programs

Section 309 of the Adult Education Act of 1966 has two aspects: special experimental demonstration projects, and teacher training. Ten research and demonstration projects were funded in June 1967, with FY 1967 funds, in the amount of $1,520,000; these did not begin operation until FY 1968. The projects are to study and demonstrate innovations in adult basic education; they vary by design in focus upon specific population sectors, coordination with other local, state and Federal agencies, and use of new and innovative methods and materials.

Teacher training institutes of three-weeks duration were held during the summer of 1967, also with FY 1967 funds, in 19 colleges and universities.

B. Programs Not Specifically Funded in 1967

1. Department of Health, Education, and Welfare, Division of Manpower Development and Training, Correctional Institutions Program

Section 251 of the MDT Act of 1962, as amended by PL 89-794, November 8, 1966, provides for experimental programs of training and education of persons in correctional institutions, to aid inmates in obtaining employment upon release. This was not separately funded in FY 1967. Programs previously have been conducted in correctional institutions under the Institutional and the Experimental and Demonstration Projects components of the Division. It is anticipated that adult basic education will be a major aspect in the Section 251 program and that preference will be given to State and local institutions.

2. Department of Health, Education, and Welfare, Division of Manpower Development and Training, Part-Time and Other-Than-Skill Programs

The amendments of November 8, 1966, to the MDT Act of 1962 provide, in Section 202 (j) of the Act, that persons may be referred (by the agencies of the Department of Labor) for basic education and communications and employment skills, e.g., job-finding skills, improved work habits, etc., with or without occupational training. These programs were not funded in FY 1967. These programs are two of a number of options that the State and local employment services have within Section 202 of the Act. Quotas are not entailed, and with focus increasingly upon the disadvantaged, these two options tend to be of lower priority. The other-than-skill aspect will entail some adult basic education.

C. Related Programs

1. Office of Economic Opportunity, VISTA

Volunteers in Service to America, Title VIII of the Economic Opportunity Act, has as its purpose enabling volunteers to participate in the war on poverty by living and working among deprived people in urban areas, rural communities, Indian reservations, migrant worker camps, and Job Corps Camps and Centers. A good number of these volunteers do participate in education and training programs in terms of recruitment, supervision, or teaching. An informal estimate was that about 1/3 of 3,800 VISTA volunteers, during FY 1967, engaged in whole or in part in providing adult education within the scope of this inventory.

2. Office of Economic Opportunity, Head Start

This program, as stated in Section 211-1 of the Economic Opportunity Act of 1964, is directed to young children who have not reached the age of compulsory school attendance. It includes among its three purposes, the provision of appropriate activities to encourage the participation of the parents of such children and the effective use of their services. Plans have been made, and some programs just begun in fiscal year 1967, for the education of parents in child rearing (adult education within the scope of this inventory) but at this time there are no reportable data.

3. U.S. Department of Transportation

Under the Highway Safety Act of 1966 a set of national standards for State highway programs were set up. One of the standards applies to driver education. At the present time there are four organizations under contract to evaluate the driver education programs at all levels. The plan is to set up standards for the 50 States as well as program guidance for driver education. Even when the program is in operation it will not fall within the criteria set for adult basic education programs, as it will be primarily vocational in nature.

4. U.S. Department of Health, Education, and Welfare, Office of Education, Civil Defense Adult Education Program

The Personal and Family Survival course is available to all adults. It is a 12-hour course aimed at teaching individuals the techniques of survival. The program does not include basic education as a component; in fact, with the use of visual aids, the course may be given to illiterates. It was not considered as falling within the criteria of our adult basic education inventory.

5. U.S. Department of Housing and Urban Development, Community Development Training Programs

Title VIII of the Housing Act of 1964 establishes a system of Federal-State training programs to develop skills needed for economic and efficient community development and to provide new and improved methods of dealing with community development problems.

These programs have had no component of adult basic education. They are primarily vocational in nature. They prepare professionals to work with poverty and indigenous populations in public housing units.

6. U.S. Department of Health, Education, and Welfare, Office of Education, Educational Television Program

Under this program, the Division of Library Services and Educational Facilities makes grants for equipment to activate or expand educational television. Programming is, however, conducted by the private sector, i.e., individual television stations with or without private foundation support.

GLOSSARY OF ACRONYMS FOR FEDERAL AGENCIES ADMINISTERING FEDERALLY SUPPORTED ADULT BASIC EDUCATION PROGRAMS

December 1, 1967

Acronym	Name of Agency or Bureau
Agriculture	Department of Agriculture
FES	Federal Extension Service
Commerce	Department of Commerce
EDA	Economic Development Administration
DOD	Department of Defense
USAFI	United States Armed Forces Institute
HEW	Department of Health, Education, and Welfare
AA	Administration on Aging
AEB	Division of Adult Education Programs
APA	Assistance Payment Administration
BAVL	Bureau of Adult, Vocational and Library Programs
DMDT	Division of Manpower Development and Training
OE	Office of Education
SRS	Social and Rehabilitative Services
RSA	Rehabilitative Service Administration
Interior	Department of Interior
BIA	Bureau of Interior Affairs
CSD	Community Service Division
Justice	Department of Justice
BOP	Bureau of Prisons
INS	Immigration and Naturalization Service
Labor	Department of Labor
BAT	Bureau of Apprenticeship and Training
BES	Bureau of Employment Security
BWP	Bureau of Work Programs
CEP	Concentrated Employment Program
MA	Manpower Administration
OEO	Office of Economic Opportunity
CAP	Community Action Programs
SP	Division of Special Field Programs

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